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Graduate Studies in Education
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Institute for Studies in Education

OISE Bulletin 1973/74

Graduate Degrees in Education
University of Toronto / The Ontario
Institute for Studies in Education

OISE Bulletin 1973/74

Graduate Degrees in Education
University of Toronto/The Ontario
Institute for Studies in Education

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Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies,
The Ontario Institute for Studies
in Education,
252 Bloor Street West,
Toronto 181, Ontario,
Canada.
Cable address: OISETOR.

The student should bring this Bulletin when he registers. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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Academic Calendar

1973

February 1	Final date for submitting applications for Student Financial Awards
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for receiving Application for Admission forms for the 1973 Summer Session and for the 1973/74 Regular Session (full-time students only) *Note:* Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Award applications, as a considerable number of student places will have been taken with the disposition of these awards.
April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)
April 13	Last day of lectures, Regular Session
April 16-19	Examinations, Regular Session
April 20	Good Friday (offices closed)
April 23	Easter Monday (offices closed)
May 1	Application for Admission forms for the 1973/74 Regular Session (part-time students only) available from this date
May 4*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 7†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 21	Victoria Day (offices closed)
May 31	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
June	Spring Convocation
June 10	Final date for receiving Application for Admission forms for the

	1973/74 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1973/74 Regular Session. Maximum enrollment may be reached in some classes before this date.
July 1	Official commencement of the University year
July 2	Holiday for Dominion Day (offices closed)
July 3	Summer Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for students M through Z
July 4	First day of lectures, Summer Session
July 6	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged.
August 6	Civic Holiday (offices closed, classes canceled)
August 10	Last day of lectures, Summer Session
August 13, 14	Examinations, Summer Session
September 3	Labour Day (offices closed)
September 10	Regular Session Registration, 10:00 a.m. (full-time students only)
September 15	Regular Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for students M through Z (part-time students only)
September 17	Lectures begin
September 18	Fees: Any student registered in the Regular Session whose fees are not received at the Comptroller's Office by this date must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20.
October 8	Thanksgiving Day (offices closed, classes canceled)
October 20*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Fall Convocation
October 27†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Fall Convocation
October 31*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis topics

November	Fall Convocation (to be announced)
November 1	Fees: If fees for the Regular Session remain unpaid as of this date, the student will be considered as having withdrawn.
December 14	Last day of lectures of first half-year courses
December 17, 18	Examinations in courses completed in the first half-year of the Regular Session

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1974

January 3	Courses for the second half-year of the Regular Session begin
January 15	Final installment of M.A. and Ph.D. fees (without further notice)
January 31*	Final date for students who hold dual registration as candidates for both master's (except Phil.M.) and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 31*	Final date for reclassification of Special Students to degree candidacy
January 31*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded by the Senate in February
January 31†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at February meeting of Senate
February 1	Final date for submitting applications for Student Financial Awards
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for receiving Application for Admission forms for the 1974 Summer Session and for the 1974/75 Regular Session (full-time students only) *Note:* Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Award applications, as a considerable number of student places will have been taken with the disposition of these awards.
April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)

April 5	Last day of lectures, Regular Session
April 8-11	Examinations, Regular Session
April 12	Good Friday (offices closed)
April 15	Easter Monday (offices closed)
May 1	Application for Admission forms for the 1974/75 Regular Session (part-time students only) available from this date
May 3*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 6†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 20	Victoria Day (offices closed)
May 31	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
June	Spring Convocation
June 10	Final date for receiving Application for Admission forms for the 1974/75 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1974/75 Regular Session. Maximum enrollment may be reached in some classes before this date.

* This is the School of Graduate Studies' final date. The information must be submitted to the Coordinator of Graduate Studies, OISE, at least one week before this date in order to allow for processing and forwarding to the School of Graduate Studies.

† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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(As of January 1, 1973)

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Assistant Director

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Coordinator of Graduate Studies and Chairman, University of Toronto Graduate Department of Educational Theory

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Coordinator of Field Development

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Chief Librarian

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Associate Dean, Division II (including Educational Theory)

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MARGARET HAMBLY, *B.A.*
Administrative Assistant

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Administrative Assistant

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Coordinator of Field Development
DAVID W. BRISON, *Ed.D.*
Coordinator of Research and Development Studies
STACY CHURCHILL, *Ph.D.*
Assistant Coordinator of Research and Development Studies
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History and Philosophy of Education
SHIZUHIKO NISHISATO, *Ph.D.*
Measurement and Evaluation
EDWARD B. HARVEY, *Ph.D.*
Sociology in Education
HARRY SILVERMAN, *Ph.D.*
Special Education

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HARRY SILVERMAN, *Ph.D.*
Director, Educational Clinic
ALAN G. MARTIN, *C.A.*
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(Administrative Head) OISE Northeastern Centre
ROBERT C. HARRIS, *Ed.D.*
OISE Northwestern Centre
JEAN-BAPTISTE HACHÉ, *M.A.*
(Administrative Head) OISE Ottawa Valley Centre
KENNETH A. LEITHWOOD, *Ph.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education is a relative newcomer to the educational scene. It was established in July 1965, by an Act of the Ontario Legislature, and is under an independent Board of Governors. Through statutory Agreement of Affiliation with the University of Toronto, it combines graduate education in Educational Theory, in the form of the Department of Educational Theory in the University's School of Graduate Studies, with functions as a research and development institute devoted to the scientific study of the theory and practice of education. Students are University of Toronto graduate students proceeding to University of Toronto degrees.

The Institute is located in the center of downtown Toronto, on the periphery of the University of Toronto campus. Toronto is a city of two million people, with all of the advantages that size can offer and of course some of the disadvantages of urbanization.
The University of Toronto is the largest university in Canada and students come from all over the world to study, particularly at the graduate level. Through the Graduate Students' Union, International Student Centre, and other groups, students at OISE mingle with graduate students in all fields. Now that the Institute is housed in a new building, with facilities for small and large gatherings, there is hope for even more interaction. The new building is air-conditioned throughout and includes an auditorium, committee rooms, and major classrooms with two-channel simultaneous translation systems. The well-stocked library has specially designed study carrels, as well as fifty individual study rooms. Indoor parking facilities are provided; also direct access to the subway system. Many other amenities help to make the student's life at OISE a pleasant one.

There are approximately 6,000 graduate students at the University of Toronto, 1,863 of whom are at the Institute. Of the latter, 448 are registered as full-time students, 228 of these being Ph.D. candidates. During the 1972 Summer Session at OISE, there were 1,254 registered students. The growth of the Institute has been rapid during the six years since its inception; the staff now numbers 653, including some 140 members of academic staff.

With the fast-growing and developing educational system in Ontario, there has been ample opportunity to study and implement new ideas and to refine old ones. The overall goal of the Institute is to make a positive contribution to improvement in education. In the long run, one of the most effective ways in which this goal can be achieved is through OISE graduates implementing their knowledge and experience within existing educational systems.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-one members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up six standing committees to recommend to it policy in the areas of budget, graduate studies, research and development, media and communications, administrative services, and field development. Of most direct relevance to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, plus five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

   Office of the Coordinator of
   Graduate Studies, OISE,
   252 Bloor Street West,
   Toronto 181, Ontario,

   addressing this request, according to the proposed field of specialization, to the advisor indicated below:

   Professor Sabir A. Alvi
   - Applied Psychology
   - Measurement and Evaluation
   - Special Education

   Professor Donald H. Brundage
   - Adult Education
   - Educational Planning
   - Higher Education
   - Sociology in Education
   - Interdepartmental

   Professor Clifford C. Pitt
   - History and Philosophy of Education

   Professor J. Glenn Scott
   - Computer Applications
   - Curriculum
   - Educational Administration

2. Requests for evaluation of admissibility should be accompanied by the following:

   (*a*) *three* official transcripts, bearing marks attained, of all undergraduate and graduate study to date;

   (*b*) where applicable, three copies of documents attesting to professional education, certification, and experience;

   (*c*) a score on the Miller Analogies Test (both master's and doctoral candidates);

   (*d*) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);

(*e*) two letters of reference to support the application: use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from the advisors referred to under (1) above;

(*f*) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(*g*) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 7.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 12 to 14). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment under (1) above in such cases.
4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. At the same time, the Institute will ask the School of Graduate Studies to send the student a set of School of Graduate Studies Application for Admission forms. These, together with an application fee of $10 (Canadian funds), should be returned *not* to the Institute, but to:

   The Secretary,
   School of Graduate Studies,
   University of Toronto,
   65 St. George Street,
   Toronto 181, Ontario.
5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility.
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs must be submitted not later than March 15 for registration in both the 1973 Summer Session and the 1973/74 Regular Session, which starts in September. Applications received after March 15 will be considered only under very exceptional circumstances.

An M.A. candidate wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If a student is unable to attend the session for which he has been accepted, but wishes to postpone his acceptance to a later session, he must reapply and compete again with all other applicants for the later session.

Note: Applicants for the Regular Session are urged to submit their applications by February 1, the date for receipt of Student Financial Award applications, since a considerable number of student places will be awarded with the disposition of Student Financial Awards.

M.ED. AND ED.D. CANDIDATES

Full-time M.Ed. and Ed.D.: Applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading "M.A. and Ph.D. Candidates." Potential Ed.D. applicants wishing an assessment of admissibility should follow these procedures also. The application forms for the 1973 Summer Session will be available February 15 and must be submitted not later than *March 15.* The deadline for submission of applications for the 1973/74 Regular Session is also *March 15.* (But see "Note" at the end of the preceding section regarding Student Financial Awards.)

Part-time M.Ed.: All inquiries pertaining to part-time M.Ed. study and requests for Application for Admission forms should be addressed to:

Miss M. Hambly,
Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor Street West,
Toronto 181, Ontario.

The completed forms should be returned to the Office of the Coordinator of Graduate Studies.

The forms for the 1973 Summer Session will be available February 15 and must be returned before *March 15.*

The forms for the 1973/74 Regular Session for part-time students (daytime and after-hours) will be available the first week in May and must be submitted before *June 10.* (This date is absolutely final for courses to be taken in the second half-year, beginning in January, as well as for those to be taken in the first half-year.)

All applications should be accompanied by a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice. See the requirements in departmental sections for possible further documentation.

Special Students cannot receive degree credit for courses taken under this category.

REGISTRATION

Student registration will take place as follows:

FOR THE 1973 SUMMER SESSION:

Tuesday, July 3, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for all students whose surnames begin with the letters M through Z.

FOR THE 1973/74 REGULAR SESSION:

DAYTIME STUDENTS

Tuesday, September 10, at OISE, at 10:00 a.m.

AFTER-HOURS STUDENTS

Saturday, September 15, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for all students whose surnames begin with the letters M through Z.

STUDY IN SUMMER SESSION

While March 15 is the last date for receiving applications for enrollment in the Summer Session, students would be well advised to enroll before that date since enrollment in most classes is limited. On this account, February 15 to March 15 has been established as a period of advanced enrollment for the Summer Session. Soon after a student's application is accepted, he will be notified of the readings that are recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations, which will be held at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the fall by the deadlines they set. Final grades will be mailed to students as early in December as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1973/74 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. Ordinarily, it is not recommended that the student take two half-courses in the same half-year.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-years of the 1973/74 Regular Session.

OFF-CAMPUS COURSES

Beginning with the 1972 Summer Session and continuing with the 1972/73 Regular Session, OISE has offered a number of sections of certain courses leading to the existing University of Toronto degree of Master of Education at four off-campus locations: Kitchener, Sault Ste. Marie, Sudbury, and Windsor. In addition, two special sections of existing courses were offered at Peterborough during the 1972 Summer Session.

It must be noted that all of the course requirements for the M.Ed. degree cannot be completed through off-campus study; it is our hope, however, that these opportunities for study away from the University of Toronto campus will make it possible for students located at some distance from Toronto to more readily undertake graduate studies in Education.

While other sections of existing courses will be offered at the present four off-campus locations, it is not known at time of printing whether it will be possible to establish additional off-campus centers. Should this be the case, information and application materials, along with a schedule of course offerings, will be available in February 1973. Prospective students residing near any newly established off-campus centers will be notified of these opportunities.

For details and plans concerning the courses likely to be offered at the four existing off-campus centers during the 1973 Summer Session and the 1973/74 Regular Session, please consult the sections of this Bulletin for the Departments of Adult Education, Curriculum, and Educational Administration.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must pass satisfactorily an English language test. This must be done before students leave for the University of Toronto. Acceptable tests are available, for students whose admission has been recommended, from either of the following:

- English Language Institute,
  University of Michigan,
  Ann Arbor, Michigan, U.S.A.
- TOEFL, Educational Testing Service, Princeton, New Jersey, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly in English, evidence of an applicant's proficiency, presented by one of his university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

All full-time students whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit Miller Analogies Test scores when applying for admission or financial assistance. Applicants for admission to the part-time program in some fields of specialization may also be required to submit MAT scores.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Office of the Coordinator of Graduate Studies, OISE, or from the MAT Officer, Department of Measurement and Evaluation, OISE, 252 Bloor Street West, Toronto 181, Ontario (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested.

A fee of $6 is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to The Ontario Institute for Studies in Education.

Only those who have applied, or are planning to apply, for admission to The Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times:

1973		
January 20	Saturday	2:00 p.m.
January 25	Thursday	6:15 p.m.
February 3	Saturday	2:00 p.m.
February 13	Tuesday	2:00 p.m.
February 24	Saturday	2:00 p.m.
March 21	Wednesday	2:00 p.m.
March 22	Thursday	2:00 p.m.
April 5	Thursday	6:15 p.m.
May 15	Tuesday	2:00 p.m.
July 24	Tuesday	9:30 a.m.
July 26	Thursday	3:00 p.m.
August 1	Wednesday	5:00 p.m.

(1973)		
October 13	Saturday	2:00 p.m.
November 17	Saturday	2:00 p.m.
November 28	Wednesday	2:00 p.m.
December 8	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology, University of Toronto, Toronto 181, Ontario (telephone: 928-8810), for permission to take this test. The cost of writing this test at the University of Toronto is $6 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance.

The Graduate Record Examinations are administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE Information Bulletin 1972-73*. The *GRE Bulletin* also contains information about the nature of the tests, arrangements for taking them, and score reporting procedures. Copies of the *GRE Bulletin* may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540, U.S.A. A registration form and return envelope accompany each *GRE Bulletin*. The completed registration form must be received by ETS approximately four weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is $8 (U.S.).

EXAMINATIONS AND GRADES

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Except for medical reasons or other exceptional circumstances, a student shall be considered to have failed a course if he withdraws from it after November 30, or after February 28 in the case of courses beginning in January.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(*a*) The grading system will have a primary classification consisting of A, B, and F. The following meaning is attached to each primary classification:

A – original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B – good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F – glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(*b*) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–, B+, B, B–, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A–	7 points
B+	6 points
B	5 points
B–	4 points

A course designated with a Z indicates that it will be given a Pass/Fail grade.

TERM ASSIGNMENTS

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., and Ph.D. candidates obtain transcripts from the School of Graduate Studies. A fee of $1 is charged and 25¢ for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. Payment must be by certified cheque, money order, or personal cheque, in Canadian funds, made out to the University of Toronto. Fees should be sent to the Comptroller's Office, 215 Huron Street, Toronto 181. The fees which are detailed below are subject to change by the Board of Governors of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students – M.Ed., M.A., Ed.D., Ph.D., and Special Students – $628. This fee includes:

Academic fees	$585
Health Service	$ 10
Graduate Students' Union	$ 13
Hart House	$ 20

Full-time M.Ed. Students

In the case of M.Ed. students, the basic fee is divided into two parts, $435 for the Regular Session and $155 (including a Student Activity Fee of $5) for the Summer Session.

Full-time M.A. and Ph.D. Students

For an M.A. or Ph.D. student whose program includes a Summer Session following the Regular Session, no additional fee for Summer Session is required beyond the fee of $628 paid for the academic session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, $155 (including a Student Activity Fee of $5) for the Summer Session and $435 for the Regular Session.

Dual Registration Fee for M.A. and Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $150 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A. and Ph.D. Candidates

M.A. and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

PART-TIME STUDENTS

One graduate course (including required incidental fees of $23)	$173.00
Each additional course	$150.00
One half-course (including required incidental fees of $11.50)	$ 86.50

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5)	$ 80
Two half-courses (including Student Activity Fee of $5)	$155

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 18, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 6 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

For M.Ed. candidates, rebate of fees, if any, will be determined by the date of receipt of notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

The Ontario Institute for Studies in Education offers student financial awards to support programs of full-time graduate study.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of his OISE academic department.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor Street West, Toronto 181, Ontario, addressing this request, according to the proposed field of specialization, to the appropriate advisor indicated on page 3. Completed applications should be submitted before February 1, 1973.

CANADA COUNCIL AWARDS

Canada Council awards in the arts, humanities, and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $3,500 for students in the early stages of a doctoral program and up to $4,500 for students who have completed the first two years of such a program.

Application forms are available as follows:

(*a*) for students currently enrolled in a graduate program: their OISE home department. Closing date announced by home department in the fall;

(*b*) for renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario, K1P5V8. Closing date is January 15 for the following academic year;

(*c*) for new students: as in (*b*) above, except closing date is December 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $6,000 each for advanced graduate study in education. The first, The Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto 185. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS – $5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay Street, Toronto 185. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $8,000 payable over two years to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Awards provide up to $4,000 to assist members in financing post-graduate studies leading to a master's degree in educational studies. Candidates for the awards must be voluntary or statutory members of OPSMTF.

For more information and application forms contact the OPSMTF Scholarship Committee, Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 185.

Applications, including transcripts and other relevant materials, must be submitted by January 31.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling $18,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 185. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP – $2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form can be obtained from the Registrar, The Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto 181. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to $3,800. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

LIBRARY

The Institute Library houses a collection of 250,000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 3,500 serial titles are available. There are complete holdings of such document series as ERIC on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

The Instructional Materials Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multi-media formats. Individual and class consultation may be provided.

The Audiovisual Library has an extensive collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers, typewriters, and a calculator are available.

A Library Guide is distributed to all students at registration, and the circulation staff provide information on loan and renewal procedures. In addition, guides to special services and parts of the collection are issued and updated periodically.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory.

AUDIOVISUAL EQUIPMENT

OISE's Media Services offers a variety of Audiovisual Equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit room N412 or call ext. 525.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, or in interaction with adults. These facilities include observation rooms, audio-recording and closed-circuit television equipment. The clinic is used for research (for example, the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (for example, the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes (for example, the training of counselors). The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides statistical and data management packages as well as programming consultation; custom programming is provided on a standard charge-back basis. Computer facilities include access via high-speed cardreader printer terminals to a Univac 1108 and an IBM 370/155. Other facilities can be provided as the need arises. Informal courses in programming are offered.

The Department of Computer Applications operates two time-sharing computers, the Digital Equipment Corporation TSS/9 and TSS/8. The TSS/8 is linked directly to a DEC PDP-10 at the National Research Council laboratories in Ottawa. These are used for research and development in computer systems for education, student programming, computer-based instruction, and man-machine interface design. All systems are available to qualified users anywhere in OISE for work on approved projects.

EDITORIAL DIVISION

The Editorial Division serves the publication interests of OISE. Formal publications and informal material are submitted to the Editorial Division for editing, artwork, production, and promotion. The Division also provides assistance to staff and students on matters concerning OISE style and spelling, and preparation of manuscripts for publication.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre at 581 Spadina Avenue is an organization for individual career and vocational counseling. It will assist the student in securing summer, part-time, temporary, and permanent employment, and provide information about employment openings further afield. All students should feel free to use the confidential procedures of the department and to discuss their employment problems.

A new activity of the Career Counselling and Placement Centre is the Graduate Students' Appointments Registry. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at other colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments. A list of known vacancies is also available.

LIVING ACCOMMODATION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are still open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $1000. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are still served through the Summer Session at Hart House and at New College; all students are entitled to be admitted at nominal rates.

A listing of residences is provided on page 17.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron Street, provides extensive medical care to all students through both clinical and infirmary services. Psychiatric advice is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Avenue, Toronto 181, Ontario.

Students from outside of Ontario, as well as from outside of Canada, are advised to apply for medical and hospital insurance as soon as they arrive in the province. Full details of available coverage can be obtained from the Health Service.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad, and to meet their special needs. On the one hand, it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other

Residence / Address / Apply to:

Men:

Devonshire House,* 3 Devonshire Place. Dean of Men 928-2515

Trinity College, Hoskin Avenue. Secretary 928-8680

Victoria College, 73 Queen's Pk. Cr. Dean of Men 928-3809

Wycliffe College,† Hoskin Avenue. Dean of Residence 922-7153

St. George Graduate Residence, 321 Bloor W. Secretary 928-4885

New College,* 21 Classic Avenue. Dean of Men 928-2464

Massey College,* Devonshire Place. Bursar 928-2895

St. Michael's College,* 50 St. Joseph Street. Dean of Men 921-3151

Knox College,† 59 St. George Street. Principal 923-7809

Women:

St. George Graduate Residence, 321 Bloor W. Secretary 928-4885

Whitney Hall, 85 St. George Street. Dean of Women 928-2530

Victoria College, 73 Queen's Pk. Cr. Dean of Women 928-3805

Married Students' Accommodation; Co-operative Residences:

Charles-Yonge Married Student Apts., 30 Charles W. & 35 Charles W.
University Housing Service, 49 St. George St. 928-2542

Campus Co-operative Residence, Inc., 395 Huron St. 964-1961

Tartu, 310 Bloor W. Manager 925-4747

* Available in the summer only.

† Available in the winter only.

Note: All addresses for application are in the Toronto 181 postal zone.

countries. On the other, we consider it an honor and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Of special interest will be the OISE North York SHARE Program, which is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students, and Miss Inez Elliston administers the SHARE Program. The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Mr. Eric McKee is its director, and Miss Elizabeth Patterson is Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be sent to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. Its objectives are as follows:

1) to provide a mechanism for students to communicate with each other and with faculty and administration in order that students will gain the maximum profit from their years at OISE.

2) to coordinate the activities of students in the various departments of the Institute and the Institute Assembly and Standing Committees.

3) to provide a central location for information pertinent to student interests, activities, and concerns.

4) to represent the OISE students to outside organizations and to the governing bodies of the University of Toronto.

5) to promote social interaction and a positive identity among OISE students.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic make-up courses at the undergraduate level before gaining admission to graduate study.

For detailed instructions regarding application and registration procedures, see pages 3 to 9.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1701X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1701X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer

Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INTERDEPARTMENTAL AND SPECIAL PURPOSE PROGRAMS IN EDUCATIONAL THEORY

In most cases the student will find a program suited to his particular needs and interests within the extensive range of specialized degree programs, which are detailed in the departmental sections of this Bulletin. In addition, however, there are several arrangements designed to provide still greater flexibility for the individual student in meeting his special needs within the total context of Educational Theory.

Specialized degree programs include some freedom for the student to work out, with his advisor, an individualized program around the particular scholarly interest or problem area of central concern to him. Specialized degree programs include options that may be taken in other departments.

A highly individualized program may be developed at the M.Ed. level, under the Master of Education for Special Purposes degree (see page 21).

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A., Ed.D., and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. D. H. Brundage, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(*a*) A Bachelor of Arts degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(*b*) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(*c*) At least one year of successful professional experience in education.

(*d*) A promising score on the Miller Analogies Test, filed at the time of application. See page 7 for particulars.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections that follow. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session.

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under *Program of Study* which follows, are:

(*a*) A relevant four-year Bachelor of Arts degree from the University of Toronto, or an equivalent degree, with B standing or better in the final year.

(*b*) A promising score on the Miller Analogies Test, filed at the time of application. See page 7.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent rather than a four-year degree, may be admitted to a two-year M.A. program. For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(*a*) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of a three-year degree, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(*b*) A thesis.

(*c*) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. year. This regulation became effective with candidates enrolling for the first time in the 1967/68 session.

Applicants who have credit for graduate courses at another university, beyond what is required for admission as an M.A. candidate, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

DOCTOR OF EDUCATION

The Department of Educational Theory is again enrolling new candidates for the degree of Doctor of Education. This degree is designed to provide opportunities for the development of highly competent personnel for senior professional positions in school systems, colleges, universities, and other educational organizations. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto M.Ed. or M.A. in Educational Theory, or their equivalents, in the field of specialization proposed at the doctoral level.

(*b*) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(*c*) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(*d*) A personal interview whenever possible. As the program is intended primarily for senior practicing professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(*e*) Ordinarily, one year of professional preparation for education.

(*f*) Successful professional experience in education.

(*g*) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis.

(*h*) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(*a*) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Winter term – January through April – in the same session, or the Winter term in one session followed by the Fall term in the next session).

(*b*) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis.

(*c*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in rigorous style of presentation.

(*d*) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*e*) All requirements for the Ed.D.

must be completed within six calendar years of first enrollment as an Ed.D. candidate.

MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the Calendar of the School of Graduate Studies. Please consult the most recent calendar for details of this program.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto four-year B.A. or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(*b*) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. These must be filed at the time of application. See pages 7 to 9 for particulars.

(*c*) Further evidence of scholarly

proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(*d*) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student but, with the M.Ed. already completed, it will be equivalent in depth and breadth to that which the student would have completed had he undertaken an M.A. program in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be taken concurrently with the doctoral program.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(*a*) Two academic years of full-time resident study beyond the University of Toronto M.A. or equivalent.

(*b*) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(*c*) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed as a degree candidate.

(*d*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of research for his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise topic must be submitted in October of the final year of required residence, to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 31. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(*e*) A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*f*) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(*g*) All requirements for the Ph.D. must be completed within six calendar years of first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DEFINITION OF FULL-TIME STUDY

Credit for academic residence requirements can only be given to full-time students who live close enough to the University of Toronto to participate fully in University activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment outside the academic program so that total time involved does not exceed a maximum of ten hours a week.

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Note: Faculty listed at the beginning of the following departmental sections are as of January 1, 1973.

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Associate Professor and Chairman of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Associate Professor
(research and development of learning systems involving telecommunications; media evaluation; applications of transactional analysis to education)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(education for family living; design and implementation of programs for community problem-solving participation; research into small-group method of instruction)

TASSO CHRISTIE, *Ph.D. (Illinois)*
Assistant Professor and Head, OISE Midnorthern Centre
(emotional development of the postsecondary learner through formal and informal learning experiences)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies and internship programs in adult education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement and Evaluation
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

M. JOSEPHINE FLAHERTY, *Ph.D. (Toronto)*
Assistant Professor
(nature of adult learning; changing patterns in basic and continuing education in the professions and especially in the health professions; prediction of academic achievement in adults)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Assistant Professor
(program-planning behavior of adult educators and situational, belief, and personality factors related to it)

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor, cross-appointed from the Higher Education Group, University of Toronto

HAROLD W. HUSTON, *A.M. (Chicago)*
Lecturer
(voluntary educational participation of blue-collar workers in industry and their acquisition of occupational skills)

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams)*
Professor

(comparative studies, associated with colleagues at universities in eight countries developing concepts, testing modes of comparison, preparing readings and course materials)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

EDWARD F. SHEFFIELD, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island)*
Professor, cross-appointed from the Higher Education Group, University of Toronto

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(development of materials to help adult learners set their goals)

ASSOCIATED INSTRUCTOR:

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Chief of Counseling Development, Department of Manpower and Immigration, Ontario Region

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research in programs of education or training for adults. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with his particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé of the student's background and future career goals must be submitted with the Application for Admission forms for all programs. Prospective candidates will be requested to meet with a member of the Admissions Committee of the department after filing an application. Further information about any of the programs can be obtained from the Department of Adult Education.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

The candidate may pursue the program as a full-time or part-time student. The program consists of a minimum of six half-courses. A selected number of candidates may specialize in adult counseling.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

The student's program includes at least three half-courses in Adult Education. Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION

(Certificate and M.Ed. in Adult Education students only)

The department is currently offering some sections of existing courses off-campus in Sault Ste. Marie. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree and for the Certificate program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1973 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in May for the after-hours M.Ed. program in the 1973/74 Regular Session.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, in professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1121X	Practicum in Adult Counseling

The following courses are recommended strongly:

1106XQ	Small-Group Experience and Theory
1113X	The Maturation Process and Adult Learning
1119X	The Social and Institutional Context for Adult Counseling
1120X	Foundations of Adult Counseling
1266X	Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A minimum of six half-courses and a master's thesis are required. The student's program includes at least three half-courses in Adult Education (one of which should be 1103X) and one appropriate half-course in statistics or research design. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Department of Adult Education is currently reviewing the program for the Doctorate of Education (Ed.D.) with specialization in Adult Education. General information about the Ed.D. can be found on pages 23 to 24 of this Bulletin. For further information contact the Department of Adult Education.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 25 to 27.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152X course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103X or its equivalent. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education.
Staff, Summer Session; *A. M. Thomas*, Regular Session (after hours)

1101XQ PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of the class, conference, or program in which the chief planner also serves as facilitator or resource person.
V. R. Griffin, Summer Session and Regular Session (after hours)

1101XR PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of institutional programs or curricula in which the chief planner is an administrator or program leader rather than a learning facilitator or resource person.
V. R. Griffin, Regular Session (after hours)

1103X METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of recent research and development in adult education leading to an appreciation of standards of excellence in the various models of research and development processes. Students will be engaged in generating significant problems, selecting appropriate designs, and improving their skills in handling evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. This course may be taken by other students at the discretion of the instructor.
Staff, Regular Session (daytime)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
Staff, Summer Session; *J. A. Draper*, Regular Session (after hours)

1106XQ SMALL-GROUP EXPERIENCE AND THEORY

An experiential course within a small-group setting, involving emphases on intrapersonal awareness, interpersonal communication skills, group process, and applications to the education of adults.

Prerequisite: Permission of the instructor.
R. M. Laxer, Summer Session and Regular Session (daytime)

1106XR SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups. Participants will have the opportunity to structure learning situations and to engage in participant/observer evaluation of their experiences within these situations.
D. S. Abbey, Summer Session and Regular Session (after hours)

1108XZ INDIVIDUAL ADULT LEARNING

This course will explore why and how adults learn; self-planned learning; one-to-one helping relationships; personal growth techniques; facilitating new lifestyles; alternative futures for adult learning; needed innovations. Detailed description available from the office of the instructor.
A. M. Tough, Regular Session (daytime)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living in relation to the school system, and the planning of programs for education in family living.
D. H. Brundage, Regular Session (after hours)

1110X BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the learning facilitator. The course will focus on alternative teaching models, in terms of basic processes such as creating optimum learning conditions, designing learning activities, and freeing creative learning energies. Participants will be expected to select a particular model or process for individual study.

Students should have taken 1101X or equivalent as prerequisite, since the course is seen as the design and implementation phases of the planning process.

Staff, Summer Session; *V. R. Griffin*, Regular Session (after hours)

1113X THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.

Staff, Summer Session; *M. J. Flaherty*, Regular Session (after hours)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.

J. R. Kidd, Summer Session and Regular Session (after hours)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114X. Students will apply comparative methods to a range of adult educational problems in a number of selected countries.

Prerequisite: Completion of 1114X and permission of the instructor.

J. R. Kidd, Regular Session (after hours)

1119X THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counseling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counseling, broadly defined, is offered.

R. M. Laxer, Summer Session and Regular Session (daytime)

1120X FOUNDATIONS OF ADULT COUNSELING

An introductory course that explores the general concepts of counseling. It is designed for general practitioners

in adult education and for students specializing in adult counseling.
Staff, Summer Session and Regular Session (after hours)

1121X PRACTICUM IN ADULT COUNSELING

An extended practicum with supervision for students taking 1203 who are enrolled in the Adult Education and Counseling program.
R. M. Laxer, Regular Session (daytime)

1122XZ PRACTICUM IN ADULT EDUCATION

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Each student is the chief designer of his own custom-built program though faculty, student, and field supports are available. May be taken in conjunction with 3122. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.
H. W. Huston, Summer Session and Regular Session (daytime)

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
D. S. Abbey, Summer Session and Regular Session (after hours)

1125X ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development.
Staff, Summer Session

1130X SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff, Summer Session

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101X MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for 1973/74 will be announced in the spring, via departmental publications.
Staff, Regular Session (after hours)

3107X SOCIAL FOUNDATIONS OF ADULT LEARNING

Social forces bearing upon the need for and content of adult education. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, Regular Session (daytime)

3111 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.
M. J. Flaherty, Regular Session (daytime)

3122 EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122XZ but at a more advanced level.

Prerequisite: Permission of the instructor.
H. W. Huston, Regular Session (daytime)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

Note: It is anticipated that the department will offer in the daytime several group reading and research seminars, titled Emerging Ideas in Adult Education. These will be seminars in which staff members and students will examine and develop further new ideas or constructs that are emerging in their teaching, research, or general field of specialization. Specific areas to be examined each year will be announced in the spring, via departmental publications.

3152L INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media; study of evaluation methods; application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.

Prerequisites: Permission of the instructional staff. Written application should be made as early as possible. A one- or two-page statement should outline the applicant's background, involvement, and/or responsibilities that relate to media or evaluation, and should conclude with a brief statement of expectations for the course.

D. S. Abbey, *L. D. McLean*, and *R. Pierce*, Regular Session (after hours)

A list of courses of special relevance to adult education, but offered by other departments, is available from the Department of Adult Education.

Applied Psychology

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor and Chairman of the Department
(counseling psychology; counselor education; process and outcome in counseling)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor and Associate Chairman of the Department
(personality theory; development and measurement; coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

DAVID W. BRISON, *Ed.D. (Illinois)*
Associate Professor, Coordinator of Research and Development Studies
(administration of educational research and development; group problem-solving skills; restructuring of the educational system)

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor
(counseling psychology; controlling effects of social stimuli)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Associate Professor (on study leave until June 30, 1973)
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Assistant Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counseling psychology; career development; group processes; psychology of women)

ROBERT C. HARRIS, *Ed.D. (Toronto)*
Assistant Professor and Head, OISE Northwestern Centre
(counseling psychology; application of research to educational systems; communication models)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counseling; group processes; school anxieties; workers' education)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; early childhood education; cognitive style and teaching methods; teacher training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Associate Professor
(learning and cognition; eye-movement research; psychology and educational practice; perceptual-motor handicaps)

DONALD G. OGSTON, *Ph.D. (Calgary)*
Assistant Professor
(counseling psychology; observational learning; affective and cognitive concomitants of behavior change)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor
(cognitive development; classroom instruction; psycholinguistics)

SANDRA R. PALEF, *M.A. (Carleton)*
Lecturer
(human memory and information processing; improvement of written reports as a method of communication)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counseling psychology)

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor and Assistant Coordinator of Graduate Studies, OISE
(on leave until July 31, 1973)
(counseling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological–theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*
Assistant Professor
(youth movement; alternative educational systems)

VIVIAN RENNER, *Ph.D. (Alberta)*
Assistant Professor
(creative behavior; individual potentials; environmental facilitators for life satisfaction)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Associate Professor
(child development; moral and political ideology and the educational implications; cognition and affect)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy and interviewing; functional learning disabilities)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of new Canadians)

ASSOCIATED INSTRUCTORS:

ELMER E. HUFF, *M.Ed. (Toronto)*
Coordinator of Guidance, North York Board of Education

UMESH KOTHARE, *M.Ed. (Toronto)*
Counselor, Humber College

COUNSELING INTERNSHIP SUPERVISORS:

J. CARSON BOCK, *M.A. (Toronto)*
Chief Psychologist, Workmen's Compensation Board Hospital and Rehabilitation Centre

MICHAEL JACOBS, *Ph.D. (Case Western Reserve University)*
Director of the Crisis Intervention Unit, Department of Psychiatry, Toronto East General Hospital

JOHN MACHRY, *Ph.D. (Ottawa)*
Chief Psychologist, C. W. Hincks Treatment Centre

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Psychologist, Donwood Foundation

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

DONALD W. PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

PIUS RIFFEL, *Ph.D. (Fordham)*
Director, Psychological Services, St. Michael's Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Guidance and Counseling
3. School Psychology

General Note:
It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Student Financial Awards with a Graduate Assistantship component. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to the M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year B.A. degree with concentration in Psychology. Graduates with three-year B.A. degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

In addition to the thesis, the regular M.A. program consists of the following courses:

1234	Introduction to Psychological Analysis of Educational Problems
1235X	Research Methods in Educational Psychology
1252R	Individual Reading and Research in Applied Psychology: Selected Educational Problem I
1252XL	Individual Reading and Research in Applied Psychology: Selected Educational Problem II

Residence requirement for the M.A. degree is one year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year B.A. degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 25 to 27, the program for the second and third years presently consists of eight half-courses as follows:

(*a*) A major, consisting of four of the 3200 series seminars from the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology.

(*b*) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(*c*) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

2. GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ministry of Education, Ontario, certificated and experienced teachers in Ontario, who pursue a degree of Master of Education with specialization in Guidance and Counseling, may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular

"Routes to School Guidance Certification," obtainable from the Ministry of Education, Mowat Block, Queen's Park, Toronto 182.

Please note: All applications for this program, both Summer Session and Regular Session (part-time and full-time) *must be submitted by March 15.*

In addition to the general requirements detailed on pages 20 to 21, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

(*a*) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(*b*) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201X) and a half-course in educational psychology (1200X).

or

(*c*) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant may hold already. Holders of the Elementary and Intermediate certificates are not required to take course 1260X. Holders of the Specialist Certificate are not required to take courses 1260X and 1261X. All degree programs consist of a minimum of eight half-courses, regardless of the certificates held. For students who do not wish to obtain an Ontario Guidance Certificate, course 1261X is optional.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1260X	Foundations of Guidance and Counseling
1261X	Group Work in Guidance
1266X	Theories of Vocational Development
1611X	Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1204X	Introduction to Personality Theory as Applied to Education
1205X	Individual Intellectual Assessment
1206X	Seminar: Learning and Cognitive Processes in Education
1209X	Seminar: Social Psychology and Education

1217X	Behavior Modification Techniques, with Practicum
1262X	Organization and Administration of Guidance Services
1267	Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

1284X	Behavior Disorders in Relation to Education
1013X	Supervisory Relationships
1113X	The Maturation Process and Adult Learning
1302X	Innovations in Curriculum and Instruction in the Elementary School
1660X	Introduction to Empirical Research in Education
1666X	Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

For full details of this program, see page 31 in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

The Department of Applied Psychology is currently reviewing the program for the Doctorate of Education (Ed.D.) in counseling. General information about the Ed.D. can be found on pages 23 to 25 of this Bulletin. For further information please contact the Department of Applied Psychology.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in inservice training and as staff members in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied

Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships. The latter usually involves at least two full-time paid internships during the summer as well as several part-time internships during the winter.

Programs are individually designed by the student and his advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic years, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

First Academic Year

The program for the academic year normally consists of six half-courses to be chosen from the following:

COUNSELING:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1215X	Seminar: Group Processes
1266X	Theories of Vocational Development
1611X	Essentials of Psychological Testing for Guidance Personnel

EDUCATIONAL PSYCHOLOGY:

1206X	Seminar: Learning and Cognitive Processes in Education
1207X	Seminar: Motivation in Education
1209X	Seminar: Social Psychology and Education
3200X	Research Seminar on the Cognitive Processes in Education
3203X	Psychological Dimensions of Moral Development
3207X	Research Seminar in Child Development
3212X	Seminar in Intrinsic Motivation

SCHOOL PSYCHOLOGY:

1205X	Individual Intellectual Assessment
1217X	Behavior Modification Techniques, with Practicum
1222X	Theories of Behavior Modification
1224X	Personality and Atypical Behavior in Children
1225X	Practicum in Diagnostics and Psychotherapy

STATISTICS AND RESEARCH:

1235X	Research Methods in Educational Psychology
1666X	Elements of Statistics
3666X	Intermediate Statistics and Research Design

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 25 to 27, the program for the second and third years consists of the following:

(*a*) A major, comprising:

3215X	Seminar in Counseling Psychology: Part I
3216X	Seminar in Counseling Psychology: Part II
3217X	Practicum in Counseling Psychology
3218X	Research Seminar in Counseling

Plus:

(*b*) 3666X Intermediate Statistics and Research Design, or equivalent

(*c*) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(*d*) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. Graduates with three-year B.A. degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

The program normally requires a minimum residence period of one academic year and one summer.

The following is a list of the normal requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(*a*) The School Consultant Program requires the completion of a minimum of eight half-courses and the submission of a satisfactory master's thesis.

(*b*) The eight half-courses to be selected will comprise a maximum of six required half-courses and a minimum of two half-course options, selected as follows:

- All students are ordinarily required to take 1211, Seminar and Practicum in School Psychology (two half-course credits), and 1216X, Psycho-Educational Appraisal.
- The student must also choose at least

two half-courses from the following list, in order to gain theoretical and practical competences in the area of behavior management:

1217X	Behavior Modification Techniques, with Practicum. The practicum for this course will usually be arranged within the context of 1211.
1224X	Personality and Atypical Behavior in Children
1225X	Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1224X.
3217X	Practicum in Counseling Psychology
1666X	Elements of Statistics. Many students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

The student may fulfill the remainder of his program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which he has the prerequisites, and in which there are places. The student may also choose to take OISE courses outside of the Department of Applied Psychology.

(*c*) There are a few restrictions concerning the choice of optional courses:

- A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.
- Not more than one individually arranged 1252X course may be taken by each student. This is a reading course that student and professor plan together on an individualized basis.
- The student must take at least eight half-courses at OISE but, if his background permits, he may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year B.A. degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of three academic years and four summers. Candidates will ordinarily begin the program in the Summer Session (July–August) prior to the opening of the regular academic year.

The following is a list of the normal course requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year

This is the same as the first year of the M.A. program (School Consultant Option). See pages 46 and 47.

Second Year

(*a*) A major:

3202X	Advanced Practicum in School Psychology
3666X	Intermediate Statistics and Research Design, to be arranged with advisor

Plus two half-courses from the 3200 series in Applied Psychology.

(*b*) A first minor to be selected from the following:

COUNSELING:

3215X	Seminar in Counseling Psychology: Part I
3216X	Seminar in Counseling Psychology: Part II

DIAGNOSTICS AND PSYCHOTHERAPY:

1224X	Personality and Atypical Behavior in Children
1225X	Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:

1217X	Behavior Modification Techniques, with Practicum
1222X	Theories of Behavior Modification

LEARNING AND COGNITIVE PROCESSES:

3200X	Research Seminar on the Cognitive Processes in Education
3209X	Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:

1207X	Seminar: Motivation in Education
3212X	Seminar in Intrinsic Motivation

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3252XL	Individual Reading and Research in Applied Psychology: Central Nervous System Processing
3285X	Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:

1209X Seminar: Social Psychology and Education
3210X Research Seminar in Social Psychology in Education: Part I

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(*c*) A second minor, consisting of a full course, or two half-courses, taken outside of OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211, Seminar and Practicum in School Psychology. In such cases, course 3202X will be taken in the third year of the program.

Third Year

3252R Individual Reading and Research in Applied Psychology: Advanced Seminar and Internship in School and Community Psychology. (The supervised internship in a school and/or community setting will require a minimum of three days per week.)
3252XQ Individual Reading and Research in Applied Psychology: Research Methods in School and Community Psychology

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

A thesis is required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Applied Psychology will accept candidates for this degree only under exceptional circumstances. Before acceptance as a candidate for this degree, a student's program must be approved by the Department of Applied Psychology.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with his advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff, Summer Session and Regular Session

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin, Summer Session and Regular Session

1202X THEORIES AND TECHNIQUES OF COUNSELING

An appraisal of current theories of counseling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.

Prerequisite: 1260X.
L. E. Pass and staff, Summer Session and Regular Session

1203 PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with video feedback, followed by closely supervised counseling experience in a school or agency setting.

Prerequisite: 1202X.
M. Guttman, *D. G. Ogston*, *L. E. Pass*, and *V. Renner*, Summer Session and Regular Session

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relation between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as found in three or four of the major contemporary theories – in dynamic theories, cognitive theories, behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.
Staff, Summer Session and Regular Session

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

Learning theories and their relevance and comparison of current theories and research on cognitive processes.
Staff, Regular Session

1207X SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary theories on motivation, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.
S. B. K. Henderson, Regular Session

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.
Staff, Regular Session (not offered in 1973/74)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter, Regular Session

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.
R. J. Friedman, *S. Miezitis*, *H. G. Narrol*, and *O. Weininger*, Regular Session

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.
Staff, Regular Session

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
S. Miezitis, Summer Session

1217X BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisite: Permission of the instructor.
H. G. Narrol, Regular Session

1222X THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change – including new and traditional, verbal and nonverbal approaches – will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed. Open only to doctoral students in Applied Psychology.

Prerequisite: 1217X.

H. G. Narrol, Regular Session

1224X PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and on its amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.

O. Weininger, Regular Session

1225X PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: 1224X.

O. Weininger, Regular Session

1230X PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., Social Studies, Humanities, Religious Education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructors.

C. Beck and *E. V. Sullivan*, Regular Session

1234 INTRODUCTION TO PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL PROBLEMS

A model is presented for the analysis of educational problems, as to the effects of educational environments on individual learners in the accomplishment of specific educational objectives. Several selected psychological theories, relevant to education, are considered in relation to this model. Presentations of their current research programs are made by faculty members. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.

K. G. O'Bryan, Regular Session

1235X RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements

into hypotheses and research designs.
C. Bereiter, Regular Session

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1252R INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM I

For first-year M.A. and Ph.D. students in Educational Psychology.

Prerequisite: 1234.

Staff, Regular Session

1252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM II

For first-year M.A. and Ph.D. students in Educational Psychology.

Prerequisite: 1234.

Staff, Regular Session

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

Philosophical issues related to guidance and counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations. Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the counselor-student relationship is examined.
A. Wolfgang, Summer Session and Regular Session

1261X GROUP WORK IN GUIDANCE

Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting, and to develop communication skills essential to group work.

Prerequisite: 1260X.

M. Guttman, *V. Renner*, and
A. Wolfgang, Summer Session and Regular Session

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; inservice training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance-testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X, or Ontario Elementary Guidance Certificate, and 1261X, 1202X, 1203, and 1611X (or equivalent courses).
Staff, Summer Session and Regular Session

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.
Staff, Summer Session and Regular Session

1267 ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisites: 1202X, 1203, and permission of the instructor.
Staff, Summer Session

Research seminars at the doctoral level:
The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

This course examines the cognitive processes and their development, memory, perception, thinking, intelligence, and instruction, and the role that an understanding of these processes may play in educational theory and practice.
D. R. Olson, Regular Session

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211.
R. J. Friedman, *S. Miezitis*, *H. G. Narrol*, and *O. Weininger*, Regular Session

3203X PSYCHOLOGICAL DIMENSIONS OF MORAL DEVELOPMENT

The purpose of this course is to introduce the advanced student in educational psychology, school psychology, counseling, philosophy, curriculum, and related disciplines to psychological dimensions within the area of moral and value development. A variety of theories will be summarized and evaluated (e.g., social-learning, cognitive, developmental, psychological). There will also be discussions concerning the relation of moral issues to contemporary

literature. Evaluation of programs in the area of moral education will be considered in the course.
E. V. Sullivan, Regular Session

3206X RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant day care and/or preschool programs.
Staff, Regular Session

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

A comprehensive course in child development, from infancy through youth, with consideration of the life cycle. There is discussion of all aspects and, depending partly on interest, a range of problems with central emphasis on cognitive-developmental learning orientation. Review papers, design and empirical projects.
Staff, Regular Session

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts and each part will be covered by one of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.
S. Miezitis, J. Quarter, E. V. Sullivan, and *O. Weininger*, Regular Session

3209X PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.
D. R. Olson, Regular Session

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART I

Primarily concerned with research and theory in persuasive communication and attitude change. Selected topics in this field, and their application to education, are studied.
D. Hunt, Regular Session

3211X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART II

Prerequisite: 3210X.
Staff, Regular Session (not offered in 1973/74)

3212X SEMINAR IN INTRINSIC MOTIVATION

A study of motivation underlying curiosity, exploration, play, humor, creativity, information-seeking, problem-solving, and role-modeling. Educational goals and practices are considered in relation to concepts

rising from the studies of intrinsically motivated activities.
S. B. K. Henderson, Regular Session

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212X.
Staff, Regular Session (not offered in 1973/74)

3215X SEMINAR IN COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D. program in Counseling Psychology. A continuation of studies begun in 1202X. To be taken concurrently with 3216X.

Prerequisite: 1202X, or equivalent.
C. M. Christensen, Regular Session

3216X SEMINAR IN COUNSELING PSYCHOLOGY: PART II

To be taken concurrently with 3215X.
C. M. Christensen, Regular Session

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

Staff, Regular Session

3218X RESEARCH SEMINAR IN COUNSELING

Staff, Regular Session

3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
C. Bereiter, Regular Session

3221X PROCESS STRUCTURE, INDIVIDUAL DIFFERENCES, AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.
Staff, Regular Session (not offered in 1973/74)

3235X QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of attacking research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.
Staff, Regular Session (not offered in 1973/74)

3240X PROJECTIVE TECHNIQUES

An advanced course in verbal and nonverbal projective techniques.
O. Weininger, Regular Session

3241X ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

Prerequisite: 1225X.
O. Weininger, Regular Session

3252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the doctoral level.

3252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: CENTRAL NERVOUS SYSTEM PROCESSING

The relation between sensory incoming impulses on the early development of intellectual and cognitive abilities. An understanding of the storage and interaction of existing and incoming information on later cognitive growth, and a study of the "evoked potential" as a measure of general intelligence.
O. Weininger, Regular Session

3252XQ INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: 1235X, or equivalent.
Staff, Regular Session

3252R INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: ADVANCED SEMINAR AND INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

A weekly seminar to discuss cases and theoretical issues related to the students' internship placement in school and/or community settings. Various theoretical models (psychodynamic, social learning theory, etc.) involved in diagnosis and therapy will be included. The internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, the student will also be involved in a teaching assistantship.
R. J. Friedman, *S. Miezitis*, *H. G. Narrol*, and *O. Weininger*, Regular Session

Computer Applications

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Associate Professor and Chairman of the Department
(data analysis; evaluation; research on learning)

STACY CHURCHILL, *Ph.D. (London)*
Associate Professor and Assistant Coordinator of Research and Development Studies
(computer-assisted instruction; computer uses in educational administration)

A. BRIAN DURELL, *M.A. (Toronto)*
Lecturer
(instructional design; computers in individualization; computer-aided experimentation)

ROBERT W. B. JACKSON, *Ph.D. (London), LL.D. (Alberta), F.R.S.S., F.C.P.*
Professor and Director of OISE
(application of statistics to educational problems; school finance; use of computers in education)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Assistant Professor
(computer technology; curriculum uses of computers; experimental control; simulation; NRC–OISE educational computer systems project)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Assistant Professor
(development of curriculum materials for computer-assisted instruction; development of computer-assisted instruction systems and languages; research in learner-controlled computer-assisted instruction)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(on study leave until January 1974)
(research in computer technology; computer-controlled learning aids)

SOREL REISMAN, *M.A. (Toronto)*
Lecturer
(computer science curricula; computers in research)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Measurement and Evaluation

ASSOCIATED INSTRUCTORS:

DOUGLAS G. CRAWFORD, *Ph.D. (Toronto)*
Faculty of Education, University of Toronto

RICHARD PIERCE, *B.A. (Miami)*
Project Director in Computer Applications

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., Ed.D., or Ph.D. degrees with specialization in Computer Applications are worked out for individual students.

Many students concentrate on applications of computer technology to education, but some pursue programs emphasizing instructional technology. Courses associated with the latter specialization include 1500X, 1501X, 1502X, and 1505X. Related courses include 1340X, 1341X, and 3340.

Students will have an opportunity to work on research projects either in the department's computer-based laboratory or in the field, where a number of innovative projects are under way.

The department's program is designed to prepare candidates for careers in teaching and in directing the use of computers in education. The program is intended to develop skills in pure and applied research pertaining to computer applications in education and the management of individualized learning systems.

The long-term goal of the departmental program is to contribute to a better understanding and more effective use of technology in teaching and learning.

Ph.D. candidates may select their outside minor according to their interests and background. It is generally expected, however, that students specializing in computer technology will select their outside minor from the Department of Computer Science, University of Toronto.

For information on the Ed.D. program in the Department of Computer Applications, please contact the department.

COURSES

A course is identified with this department when the first two digits in the course number are 15 or 35.

1500X COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
A. B. Durell, Summer Session and Regular Session (after hours)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction. Specific topics change each year.

Prerequisite: 1503X.
W. P. Olivier, Regular Session (after hours)

1502X INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY

Emphasis is placed on the description and examination of processes involved in the development of instructional specifications, materials, and strategies for the achievement of specific instructional purposes.
D. G. Crawford, Regular Session (after hours)

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

Basic principles of batch and time-sharing systems will be presented, and experience in programming will be given in some widely used problem-solving languages. In the OISE Educational Computer Laboratory, students will learn first-hand some of the possible applications of computer graphics, text manipulation, simulation

of cognitive processes, and information retrieval.
S. Reisman, Summer Session and Regular Session (after hours)

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials.

Prerequisite: 1503X.
W. P. Olivier, Regular Session (after hours)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

A study of computer applications to education, beginning with current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503X.
R. G. Ragsdale and *S. Reisman*, Regular Session (after hours)

1515X COMPUTERS IN THE CURRICULUM

A survey of computer applications in the classroom. Student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of simulation as a curriculum tool; the computer as a subject in secondary schools.

Prerequisite: 1503X.
R. S. McLean, Regular Session (after hours)

1516X PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.
Staff, Regular Session (after hours)

1520X PROCESSING EDUCATIONAL DATA

Principles of designing studies and data analysis using FORTRAN programs will be emphasized through application of methodology to research in a number of areas including the fundamentals of system design and the extraction and evaluation of management information.

Prerequisites or corequisites: 1666X and either 1503X or permission of the instructor.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No previous computer experience required. The principles of systems analysis as applied to educational systems. Computer installation: from the feasibility study through system debugging. System design principles for financial and administrative applications. Problems of the classroom computer.
L. D. McLean and *S. Padro*, Summer Session and Regular Session (after hours)

1552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A critical review of the literature relevant to the design, implementation, and validation of interactive systems for education. Consideration of systems now in operation or proposed.

Prerequisite: 1503X.

R. S. McLean, Regular Session

3535X SIMULATION MODELS OF COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition and learning. Constructing models from psychological data; implementation of models on digital computers; evaluation of model performance.

R. S. McLean, Regular Session (offered in 1973/74 and alternate years)

3552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1552X, but at the doctoral level.

3556XZ RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.

R. G. Ragsdale, Regular Session

The following courses might also be of special interest to students in Computer Applications:

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

(Adult Education)

3152L INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

(Adult Education)

1340X AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

(Curriculum)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

(Curriculum)

3340 RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

(Curriculum)

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

(Educational Planning)

1909X PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

(Sociology in Education)

Curriculum

RALPH GARRY, *Ph.D. (Stanford)*
Professor and Chairman of the Department
(psychology of learning; personal and social development of children; curriculum and school program development; process of change and innovation in schools)

EDMUND BRENT, *Ph.D. (Cornell)*
Assistant Professor
(general linguistics and French linguistics – theoretical, descriptive, and educational)

DOUGLAS C. CAMPBELL, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed to Measurement and Evaluation
(science instruction; curriculum development and evaluation; teacher education; research in measurement of affective variables; evaluation methodology)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(mathematics curriculum materials; general school program development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor
(curriculum development, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

JOHN HERBERT, *Ed.D. (Columbia)*
Associate Professor
(study of the activities of teachers and students in diverse educational environments; teacher preparation programs and techniques; curriculum theory)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from Educational Administration

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

HILDRED RAWSON, *Ph.D. (Alberta)*
Assistant Professor, cross-appointed to the Educational Clinic
(the diagnosis and correction of reading problems; conferences with and reporting to parents and teachers; the clinical instruction of students to grade ten)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood elementary education; language development; curriculum program development; instructional materials development)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Assistant Professor
(research on the teaching of science, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor
(cognitive, perceptual, linguistic, and physiological factors underlying language, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor and Director of the Modern Language Center (on study leave until September 15, 1973)
(languages; applied linguistics; psycholinguistics; language teaching; French- and German-language teaching methodology)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement and Evaluation
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

KENNETH LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor and Head, OISE Trent Valley Centre

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor and Coordinator of Field Development, OISE

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor

HOWARD H. RUSSELL, *Ed.D. (Toronto)*
Professor

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor and Head, OISE Western Ontario Centre

WILFRED WEES, *Ph.D. (Toronto)*
Associate Professor and Assistant to The Coordinator of Field Development, OISE

ASSOCIATED INSTRUCTORS:

HENRI C. BARIK, *Ph.D. (North Carolina)*
Project Officer, Bilingual Education Project, Modern Language Center, OISE

RICHARD P. BOWLES, *B.A. (Toronto)*
Associate Director, Canada Studies Foundation

EDWARD A. LEVENSTON, *Ph.D. (London)*
Associate Professor, The Hebrew University of Jerusalem

VERA M. NOWAKOWSKI, *Ed.D. (Columbia)*
Superintendent of Programming, The Ontario Educational Communications Authority

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Project Director, Bilingual Education Project, Modern Language Center, OISE

SEYMOUR TRIEGER, *Ed.D. (Columbia)*
Director, Educational Innovations and Curriculum Development Program, OISE

HILTON WILSON, *M.Ed. (Toronto)*
Curriculum Consultant, Etobicoke Board of Education

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees at the University of Toronto.

The study of the philosophy of curriculum and curriculum design includes the examination of instructional situations and practices and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social sciences, and communications theory, are used to examine the relationship between curricula and the nature of knowledge, the dynamics of communication, and learning and teaching. A second component of these programs deals with substantive issues in specific subject areas. Often, students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. The following are included: analysis of teaching; curriculum theory and foundations; educational linguistics and second-language learning; English, communications, and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; research on teacher preparation; science education; social studies education; and the education of minority groups, especially Indians and Eskimos. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

The Department of Curriculum does not have sufficient resources to accept all applicants who meet the minimum standards of the School of Graduate Studies, especially for the part-time M.Ed. program. Available student places are awarded to the most highly qualified applicants.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin. In addition, those applying for part-time study should note that the Department of Curriculum now requires that applicants submit (1) a score on the Miller Analogies Test; (2) a letter of reference from a professional colleague; (3) a letter of reference from a university professor or other person in a position to judge the applicant's scholarly promise at the graduate level; (4) a written statement (about one page) indicating the applicant's career plans and reasons for wanting to undertake a curriculum program; (5) evidence to satisfy the general requirements for admission to the M.Ed. program, as outlined on page 20 of this Bulletin.

This program consists of eight half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development.

(*b*) Three other half-courses within the Department of Curriculum.

(*c*) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.

(*d*) One half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(*e*) Two elective half-courses, chosen according to the individual's background and interests and approved by his faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

OFF-CAMPUS COURSES IN CURRICULUM
(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus in three areas of the province: Sudbury, Sault Ste. Marie, and Kitchener. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program. It is possible to relate certain required courses to an in-school project.

Information and application materials for both off-campus and on-campus courses to be offered in the 1973 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in May for the after-hours program in the 1973/74 Regular Session.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin.

In addition to the master's thesis, the M.A. program consists of six half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development.

(*b*) Two other half-courses within the Department of Curriculum.

(*c*) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.

(*d*) One half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(*e*) One elective half-course, selected from any department of OISE, or from another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may be expected to include course work from other departments of OISE and from other departments of the School of Graduate Studies.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Department of Curriculum is currently reviewing the program for the Doctorate of Education (Ed.D.) with specialization in Curriculum. General information about the Ed.D. can be found on pages 23 to 25 of this Bulletin. For further information contact Dr. D. A. Roberts of this department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is frequently undertaken as preparation for academic positions in universities, and for other specialized responsibilities in public education. Ordinarily, students who enter this program have a minimum of two years of professional experience. Applicants for admission should refer to the General Information section of this Bulletin and should note that Ph.D. candidates must have completed the Master of Arts degree in Curriculum, or its equivalent.

In addition to the major thesis and other requirements as described on pages 25 to 27, the normal pattern of study for this degree is as follows:

(*a*) A major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis.

(*b*) A first minor in this or another department of OISE, consisting of two half-courses to be selected.

(*c*) A second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTER

The Modern Language Center is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in educational linguistics and second-language learning. Although most of the program is offered within the Department of Curriculum, students affiliated with this Center are ordinarily advised to take some course work in the Centre for Linguistic Studies or in language departments of the School of Graduate Studies. For students in a master's program who lack adequate training in linguistics, this may mean additional course work (usually not more than one course) beyond the minimum requirement of six or eight half-courses specified by the Department of Curriculum.

Among the courses described below, the following are of special interest to students concentrating in applied linguistics: 1311X, 1317X, 1318X, 1330, 1332, 1333, 3311X, 3319X, and 3330.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the

study of curriculum problems. Each of the six sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Office of the Coordinator of Graduate Studies or the Department of Curriculum, should assist the student and his advisor in selecting the section that best suits the student's needs and interests.
Staff, Summer Session and Regular Session

1301X PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.

Prerequisite: Permission of the instructor.
R. Garry and staff, Regular Session

1302X INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
K. F. Prueter and *E. Regan*, Regular Session

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1352X, which in the Department of Curriculum is strictly for an individual student program.)
Staff (offered as required)

1305X TECHNIQUES FOR IMPROVING INSTRUCTION

A course for teachers and supervisors, in which techniques for the improvement of instruction at elementary school, high school, and college levels will be examined and practiced. Research on teacher effectiveness, teaching styles, and classroom climates will be reviewed, and some techniques such as micro-teaching, behavior modification, and the analysis of teaching and the classroom ecology will be demonstrated and practiced.
J. Herbert, Regular Session (after hours)

1310X READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes, Summer Session and Regular Session (after hours)

1311X READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems

fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1312 APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: Permission of the instructor.
H. Rawson, Regular Session

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

A critical analysis of prevailing practices and proposed innovations in the teaching of the humanities and communication. Students will evaluate the rationale and implications of specific programs.
Staff, Regular Session (after hours)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation are analyzed.
C. D. Carlow, Regular Session (after hours)

1317X THEORY OF SECOND-LANGUAGE TEACHING

The first part of this half-course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (alternate years; not offered in 1973/74)

1318X METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this half-course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Regular Session (offered in 1973/74 and alternate years)

1320XQ SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Regular Session (after hours)

1320XR SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Prerequisite: Permission of the instructor.
D. C. Campbell, Regular Session (after hours)

1321X THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and inservice education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and 1320XQ or 1320XR, or equivalent.
D. A. Roberts, Regular Session (after hours)

1322XQ SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

A survey of selected problems and approaches in the elementary social studies curriculum. Particular attention will be given to rationales and teaching approaches of the new social studies.
Staff, Regular Session (after hours)

1322XR SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

Selected problems and approaches in secondary social studies education. Emphasis is on problems and issues in the Canadian context.
Staff, Regular Session (after hours)

1330 FONDEMENTS LINGUISTIQUES DE LA PÉDAGOLINGUISTIQUE FRANÇAISE

Revue de la pédagolinguistique française; examen critique de théories linguistiques et de descriptions monolingues et différentielles pertinentes à l'apprentissage du français langue seconde, contribuées par la linguistique statique (grammaires structurales, génératives, préstructuralistes), par la linguistique dynamique et par la psycholinguistique; analyse linguistique et pédagolinguistique de problèmes choisis en phonologie, morphologie, syntaxe, sémantique, variation intralinguistique.

Prerequisite: 1333 or equivalent.
E. Brent, Regular Session (alternate years; not offered in 1973/74)

1332 DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.

Prerequisite: 1333 or equivalent.
Staff, Regular Session (after hours)

1333 INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

(cross-listed with the Centre for Linguistic Studies, University of Toronto)

A general introduction to the scientific study of language, focusing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through

problems in a variety of languages.
E. Brent, Regular Session (after hours)

1340X AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching–learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X.
F. B. Rainsberry, Regular Session

1342XZ FILM AND THE TEACHING OF THE HUMANITIES

Film as an art form: historical, sociological, and aesthetic issues. The relation between these issues and the teaching of the humanities.
Staff, Regular Session (after hours)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1355X PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered in 1973/74 and alternate years)

1357 ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies,

games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session

1358X CURRICULUM DEVELOPMENT AND SCHOOL SYSTEM INTERVENTION

A seminar investigating the role of curriculum development in responding to societal goal structures and in facilitating alternative school curriculum practices. Theoretical aspects of curriculum development will be explored from the perspectives of educational objectives, alternatives, innovation theory, and theory of action.

Consideration will be given to the role of evaluation in the change process and to different evaluation models used in actual curriculum developments.

This course is offered in conjunction with the Innovations and Alternatives Research and Development Program and is seen as being complementary to 1659X in the Department of Measurement and Evaluation.
F. M. Connelly, *M. Fullan*, *D. W. Livingstone*, *M. Wahlstrom*, and *J. Weiss* (alternate years; not offered in 1973/74)

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.

Prerequisite: Knowledge of descriptive statistics and elementary testing concepts or the permission of the instructor.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1370X THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310X.
J. A. McInnes, Regular Session (after hours)

1380X MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyze the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.
G. L. McDiarmid, Regular Session

3300X RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X.

G. L. McDiarmid, Regular Session (offered as required)

3301X SYMPOSIUM IN CURRICULUM AND INSTRUCTION

An advanced symposium on curricula and models for teaching and their application to educational environments. The emphasis will be on those most current and useful to teachers. Examples include British Primary, behavior modification, non-directive teaching, and others, selected by class participants.

J. Herbert, Regular Session (offered in 1973/74 and alternate years)

3302X SEMINAR IN THE ANALYSIS OF EDUCATIONAL PROCESSES

An advanced seminar in observing, recording, and analyzing educational procedures, and in the use of such information for the evaluation and improvement of instructional practices. Close attention will be given to the selection, design, and use of formal and informal techniques for observing teaching.

J. Herbert, Regular Session (alternate years; not offered in 1973/74)

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data.

Prerequisite: 1310X, or 1311X.

Staff (offered as required)

3311X THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311X and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311X or permission of the instructor.

F. Smith, Regular Session

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research, theory, and practice related to the learning of mathematics at the elementary or secondary levels. Students will apply the insights from these sources to the development and critique of projects of interest.

Prerequisite: 1316X.

C. D. Carlow (alternate years; not offered in 1973/74)

3319X COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317X or 1318X, or permission of the instructor.

H. H. Stern and staff, Regular Session

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.

D. C. Campbell, F. M. Connelly, and *D. A. Roberts* (offered as required)

3330 TRAVAUX PRATIQUES DE PÉDAGOLINGUISTIQUE FRANÇAISE

Elaboration d'une grammaire pédagogique du français; étude des variétés du français parlées au Canada et des problèmes pédagogiques connexes; évaluation de matériaux didactiques du français langue seconde; autres sujets selon le choix des participants.

Prerequisite: 1330 or equivalent.
E. Brent, Regular Session (offered in 1973/74 and alternate years)

3340 RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340X and 1341X.
F. B. Rainsberry, Regular Session (after hours; offered as required)

3352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

The following courses might also be of special interest to students in Curriculum.

3220X ANALYSIS OF LEARNING TASKS
(Applied Psychology)

1444X THE LOGIC OF THE CURRICULUM
(History and Philosophy of Education)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION: SCIENTIFIC CONCEPT FORMATION IN SCIENCE EDUCATION
(History and Philosophy of Education)

1451X THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES
(History and Philosophy of Education)

3451X METHODOLOGICAL PROBLEMS ARISING IN HISTORY AND SOCIAL SCIENCE EDUCATION
(History and Philosophy of Education)

1515X COMPUTERS IN THE CURRICULUM
(Computer Applications)

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION
(Measurement and Evaluation)

Educational Administration

ROBIN H. FARQUHAR, *Ph.D. (Chicago)*
Associate Professor and Chairman of the Department
(preparation in educational leadership; nonpublic schools; interuniversity cooperation; international approaches in administration; recruitment of educational leaders; creativity and futurism)

JOHN H. M. ANDREWS, *Ph.D. (Chicago)*
Professor and Assistant Director, OISE
(organization theory; university administration; leadership and school climate; research and development formulation)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor and Academic Services Officer, OISE
(organizational behavior; interpersonal effects in administration; school systems design; professional development)

PETER J. CISTONE, *Ph.D. (Pennsylvania State)*
Assistant Professor
(politics of education; organization theory; school board member recruitment and socialization; educational governance and policy-making)

JOHN C. CROFT, *D.Ed. (Pennsylvania State)*
Associate Professor
(organization development; innovation; interpersonal relations; leadership; human relations training)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Assistant Professor and Head, OISE Midwestern Centre
(organizational and professional development)

GEORGE E. FLOWER, *Ed.D. (Harvard), F.C.C.T.*
Professor and Coordinator of Graduate Studies, OISE
(organization; leadership; finance; theories in administration and university administration)

T. BARR GREENFIELD, *Ph.D. (Alberta)*
Associate Professor (on study leave until August 31, 1973)
(systems analysis; resource allocation and decision-making; policy and program evaluation in school systems; organization behavior; change and leadership)

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor
(liaison with Trustees' Council; liaison with association of administrators; conferences for trustees and administrators; organizational structure in Ontario schools)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from the Office of Field Development
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; operations analysis and management systems)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Assistant Professor
(allocation of provincial funds and their relationship to socioeconomic measures of educational need; economics of education; evaluation and statistical data analysis)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Curriculum
(program development; organization and evaluation; alternative schools; parental involvement; radical school reform; Canadian public issues; group-discussion processes)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor
(leadership development for administrators and teachers; inservice education; open education; open area schools; evaluation of schools; evaluation of staff; change implementation)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor
(grants to school boards; school costs; taxation for education; separate school organization; local central control of education; school law)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(future context of education; legal context of Canadian education)

DORIS W. RYAN, *Ph.D. (Chicago)*
Associate Professor
(organizational studies; decision-making; community involvement; secondary and postsecondary school studies)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(organization theory; theory and practice of supervision; group decision-making; selection and evaluation of educational personnel; school system operation)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; open education; development of teacher organizations; politics of education; American Indian education; inner-city education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Assistant Professor
(design of alternative educational environments; understanding belief and value systems pertinent to education; parent involvement in community school policy development)

THOMAS R. WILLIAMS, *Ph.D. (University of Michigan)*
Assistant Professor
(Metropolitan Toronto study; decentralization in large school systems; trustee–administrator relationships; school–community relationships)

ASSOCIATED INSTRUCTOR:

DONALD M. GRAHAM, *B.A. (Toronto)*
Project Director in Educational Administration, former Director of Education, Forest Hill Village School Board

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The Ph.D. program, through which an M.A. as well as a Ph.D. degree can be earned, is a three-year integrated and individualized experience for students desiring to pursue careers as research and development scholars, organizational design specialists, consultants, and academics in educational administration. This program, which seeks to develop expertise in conducting basic research and development, concentrates on the study of existing theories and the creation of new theories in various disciplines in order to add to the knowledge and understanding of educational organizations and the behavior of their members.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practicing school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practicing administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on page 20, there is one specific requirement: whenever possible, the two letters of reference (page 4) should be written by (*a*) an educational administrator for whom the applicant has worked, and (*b*) a professional colleague.

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take a core module consisting of:

1040X Administrative Problems I: The School
1041X Administrative Problems II: The School in Society

One half-course in human relations selected from:

1012X Clinical Analysis of the Administrative Process
1023X Interpersonal Relations in School Systems
1024X Clinic in Administrative Relationships

In addition, five elective half-courses, for a total of eight half-courses.

Students lacking teacher training and experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(*a*) Policy Development and Politics of Education
(*b*) Economics, Finance, and Business Management of Education
(*c*) Management of Human Resources in Education
(*d*) Administration of Postsecondary Institutions
(*e*) Social Context of Educational Administration
(*f*) Program Development and Evaluation in Education

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enroll, part-time or full-time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION
(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus in Windsor. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1973 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in May for the after-hours program in the 1973/74 Regular Session.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practicing educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 23-24, the Department of Educational Administration specifies the following:

(*a*) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(*b*) The applicant must have had a successful leadership experience in an administrative position in an educational organization. Evidence of this will be provided by at least one letter of reference from a senior administrator under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;
- ability to work with people;
- administrative style;
- awareness of current social and educational issues;
- ability to express himself in an effective manner, both in speech and in writing.

(*c*) The applicant must also furnish at least one letter of reference from a professor under whom he has studied, commenting on his scholarly achievement.

(*d*) After an initial screening, successful applicants will be interviewed by a selection team, usually in the applicant's own locale.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(*a*) the Ed.D. core module, which consists of three half-courses – 3040X, 3041X, and 3042X – that apply theoretical and practical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(*b*) Option Module A, which offers the student an opportunity for advanced study in one of the six areas of concentration cited in the M.Ed. program description;

(*c*) Option Module B, which consists of either:

- a two half-course internship (3044X and 3045X) and one half-course elective, or
- a half-course internship (3044X) and two half-course electives;

(*d*) a developmental thesis that describes the invention, application, and evaluation of a program to accomplish an important task in educational organization.

A student's program of study will normally begin in the Fall term with the Ed.D. core module, to be followed by Option Module B during the Winter term (and Spring term if a two half-course internship is chosen). Option Module A may be taken during the summer before or after the year of residence, or may be completed after hours during a Regular Session outside the year of residence. Three independent papers are required, each of which synthesizes and applies the knowledge gained in one of the three modules. Two of these papers must be satisfactorily completed before the student's proposal for a developmental thesis will be accepted.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.A.–Ph.D. program in educational organization and design is a three-year course of study designed primarily for individuals with high intellectual ability and a strong commitment to the study of organizational problems in education. Previous teaching and administrative experience are not required since the program's objective is to develop persons highly skilled in research and development. The instructional approach emphasizes teamwork and collaboration between and among faculty and students on all aspects of the program. There is an essential organic integrity to the program of study and non-credit experience; hence, satisfactory completion of all components of the program is required.

DEPARTMENTAL REQUIREMENTS

Students are admitted under the general admission requirements described for M.A. and Ph.D. programs on pages 22, 25, and 26. Special consideration will be given to individuals with degrees in the social sciences and humanities who are committed to completing the entire three-year sequence. Students already holding a previous M.A. are normally encouraged to enroll for the complete program.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001	Seminar in Educational Organization and Design
1002X	Social Science Seminar
1003X	Research Methodology Seminar
1666X	Elements of Statistics

In addition, one half-course option; a research and development apprenticeship; and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

In each year of the program, students are encouraged to participate in "personal growth experiences," a series of activities designed to develop interpersonal competence and skills in leadership and group participation.

The second year is similar to the first, and includes:

3001	Advanced Seminar in Educational Organization and Design
3002X	Advanced Social Science Seminar
3666X	Intermediate Statistics and Research Design

In addition, two half-course options, an apprenticeship, an internship, and a second independent paper.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, an internship, and a thesis.

Courses 1001 and 3001 and half-courses 1002X and 3002X constitute the student's major in Educational Administration; 1003X, 1666X, and

3666X constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Administrative and organizational theory is applied to the analysis of fundamental questions regarding the purposes, functions, and forms of educational organization. The questions identified in this course are selected to shape inquiry throughout the M.A.–Ph.D. program.
J. C. Croft, *T. B. Greenfield*, *R. I. Simon*, and *T. R. Williams*, Regular Session

1002X SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content and methodology from such fields as economics, political science, psychology, sociology, and anthropology are applied to problems related to educational organization and design.
J. C. Croft, *T. B. Greenfield*, *R. I. Simon*, and *T. R. Williams*, Regular Session

1003X RESEARCH METHODOLOGY SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
T. B. Greenfield, *S. B. Lawton*, and *T. R. Williams*, Regular Session

1012X CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, from research and theory relating to administrative behavior, are examined. Case studies, simulation materials, and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
Staff, Summer Session and Regular Session

1013X SUPERVISORY RELATIONSHIPS

Current behavioral theory and research with application to problems of staffing, supervision, and inservice education. Included are such topics as leadership, morale, organizational climate, planned change, group decision-making, and the selection and evaluation of personnel.

To be offered for the last time in the 1973 Summer Session.
P. J. Cistone and staff, Summer Session

1016X PROGRAM ORGANIZATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms

and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, *M. A. Levin*, and *R. I. Simon*, Summer Session and Regular Session

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
E. B. Rideout, Regular Session

1018X THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
P. J. Cistone, *A. D. Selinger*, and *T. R. Williams*, Summer Session and Regular Session

1020X THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multi-media presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity (*a*) to develop a personal and professional orientation toward change and (*b*) to apply this orientation to a self-selected educational problem from the real or an imagined world.
M. P. Robbins, Regular Session

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to his students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for his role.
J. H. House, *D. W. Ryan*, and *A. D. Selinger*, Summer Session and Regular Session

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the

course: First, analysis of the determinants of interpersonal behavior to allow (*a*) more accurate prediction of appropriate behavioral responses, and (*b*) suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system. Second, the development of one's own interpersonal skills.
J. C. Croft and *R. I. Simon*, Regular Session

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
J. C. Croft, Regular Session

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The economic aspects of administering educational systems are analyzed through concepts from program budgeting, input-output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
S. B. Lawton and staff, Regular Session

1029X SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, and computer-assisted administration.
Staff, Summer Session

1030X THE LEGAL CONTEXT OF EDUCATION

An experimental seminar which explores the interrelationships among legal doctrine, legal process, and educational practice in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.

Prerequisite: Permission of the instructor.
M. P. Robbins, Regular Session

1031X SCHOOL SYSTEM BUSINESS ADMINISTRATION

Characteristics unique to educational

business systems will be analyzed in the light of social, economic, and organizational theories. Organizational responses to external demands in terms of their utilization of and demand for financial resources will be a central theme. Expert business administrators throughout Canada will be invited to provide practical insights.
E. S. Hickcox, Regular Session (after hours)

1032X ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in community colleges will be analyzed in the light of various administrative theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
D. W. Ryan, Regular Session (after hours)

1040X ADMINISTRATIVE PROBLEMS I: THE SCHOOL

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organizational theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, inservice development of staff, motivation, and differentiated staffing. Other topics may include patterns of program organization, non-grading, flexible scheduling, grading and reporting, "open" education, alternative schools, and program evaluation. The uses of research in identifying and solving problems in educational administration will be emphasized.
R. H. Farquhar, *D. F. Musella*, and *J. G. Scott*, Summer Session and Regular Session

1041X ADMINISTRATIVE PROBLEMS II: THE SCHOOL IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include community conflict and involvement, school board/administrator/teacher relationships, the impact of provincial legislation, and the financing of education in Ontario.
P. J. Cistone, *E. S. Hickcox*, and *J. H. House*, Summer Session and Regular Session

1052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1001, but at a more advanced level.

Prerequisite: 1001.

Staff, Regular Session (not offered in 1973/74)

3002X ADVANCED SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1002X, but at a more advanced level.

Staff, Regular Session (not offered in 1973/74)

3010X ADVANCED RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

Extended development of critical skills central to the research process. Emphasis on: (*a*) increasing skill in generating significant problems, (*b*) gaining familiarity with alternate models of the research process, (*c*) gaining competence in the methodology of the inference process.

To be offered for the last time in the 1973/74 Regular Session.

J. H. M. Andrews and *S. B. Lawton*

3011X ORGANIZATION THEORY IN EDUCATION

An advanced seminar dealing with the study of human behavior in complex organizations. Organization theory and research provide bases for analyzing administrative problems in education. This seminar draws extensively upon materials from the social sciences, with particular emphasis on the implications for educational administration.

To be offered for the last time in the 1973/74 Regular Session.

T. B. Greenfield

3012X THE SOCIAL CONTEXT OF EDUCATIONAL INSTITUTIONS

Relevant concepts of sociology applied to the context of educational systems. Behavioral, ecological, and cultural perspectives as frameworks of analysis. Topics include social stratification, mobility, social selection processes, conflict theory, and the sociology of the teaching career.

Staff (not offered in 1973/74)

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: (*a*) the structure of organizational behavior, (*b*) some dynamics of groups and individuals, (*c*) studies of interpersonal behavior in administration, (*d*) designing organizations for individuals.

A. F. Brown, Regular Session

3017X ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relations, theories of grants-in-aid, cost-quality

relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal-provincial-local sharing of education costs, financing of long-term developments in education.
Staff (not offered in 1973/74)

3018X THE POLITICS OF EDUCATION

An advanced, research-oriented seminar on the politics of education at the local and provincial levels. Areas of study will include those introduced in 1018X, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
T. R. Williams, Regular Session

3020X ADVANCED SEMINAR IN EDUCATIONAL FUTURES

An advanced, in-depth consideration of some of the topics developed in course 1020X. Seminar students assist in planning the agenda for the course and have an opportunity to develop topics for independent inquiry or thesis research.

Prerequisite: 1020X, 1935X, or permission of the instructor.
M. P. Robbins, Regular Session (not offered in 1973/74)

3040X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I

This seminar is designed to shape inquiry throughout the program. Included are seven areas of study: Organizational Theory and Application, Management Techniques in Educational Settings, Educational Issues and Policy Development, Economics and Finance in Education, Politics of Education, Organizational Development, and Research and Development Techniques.

Ed.D. students must enroll in 3040X, 3041X, and 3042X concurrently.
E. S. Hickcox, *J. H. House*, and staff, Regular Session

3041X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II

See description for 3040X.
E. S. Hickcox, *J. H. House*, and staff, Regular Session

3042X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III

See description for 3040X.
E. S. Hickcox, *J. H. House*, and staff, Regular Session

3044X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
Staff, Regular Session

3045X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044X.
Staff, Regular Session

3052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. and Ed.D. program description:

Adult Education: 1100X, 1106XR
Computer Applications: 1525X
Curriculum: 1301X, 1302X, 1305X, 1358X, 1360X
Educational Planning: 1700X, 1701, 1704X, 1706X, 1715X, 3710X
History and Philosophy of Education: 1403X, 1417X, 1434X, 3426
Measurement and Evaluation: 1659X, 3610X
Sociology in Education: 1909X, 1929X, 1935X, 1960, 1970X, 3950X
Higher Education: 1803, 1809X

Educational Planning

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor and Chairman of the Department, cross-appointed to Measurement and Evaluation
(assessing and replanning educational programs; teacher education strategies for educational policies for developing countries; English test development)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting and evaluation)

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies and from Measurement and Evaluation

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed from Research and Development
(economics of education, particularly quantitative models for educational policy; theory and history of planning)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group, and Director of Research for the Council of Ontario Universities

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; alternative policies for postsecondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in local education authorities; school–community interaction; implementation of educational innovations; equity in school provisions)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography and Canadian socio-economic history in relation to education in Canada and especially in Ontario)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed to Computer Applications
(operations research/system analysis in educational planning; information systems and resource allocation structures for school board planning and decision-making)

MICHAEL L. SKOLNIK, *B.Phil. (Oxon.)*
Assistant Professor
(studies of the relationship between education and employment; resource allocation in education; career decisions; economics of social services)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(study of provincial and county board resource allocation structures and the development of related forecasting methodology; the analysis of information flows for educational decision-making; policy analysis for postsecondary education, and development of management/planning techniques for that sector)

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/demand studies of the teacher force)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Assistant Professor
(educational planning for developing nations; comparative and international education; planned social change in Canada)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Planning and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Preference will be given to students whose prior study is particularly useful for planning (e.g., town planning, engineering, geography, economics, demography, statistics, mathematics, sociology), or those whose positions involve certain planning responsibilities. Students are required to take course 1666X, Elements of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses as follows:

1700X	Theories of Micro-Educational Planning
1701	School Systems: Planning Practicum (equals two half-courses)
1703X	Educational Planning: Economics of Human Resources
1704X	Quantitative Methodologies of Educational Planning
1705X	Population Studies

Plus two optional half-courses in Educational Planning, or in any other OISE department.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practicing planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 23 and 24, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(*a*) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(*b*) Two optional modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.

(*c*) A planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to planning, including demography, economics, micro-planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 26 and 27, work for this degree includes:

(*a*) A major in Educational Planning, consisting of four appropriate half-courses.

(*b*) A first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto.

(*c*) A second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

Note: The Department of Educational Planning is conducting a major review of its graduate instruction programs. For further information regarding possible program changes, please contact the department.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrollment. There will probably be more courses offered after hours in a given year than the calendar indicates.

1700X THEORIES OF MICRO-EDUCATIONAL PLANNING

An application of concepts of town planning, regional planning, and land use to school planning; an examination of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions and of planning to educational research.
C. Watson and *F. G. Ridge*, Regular Session (after hours)

1701 SCHOOL SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
C. Watson and *S. Quazi*, Regular Session (after hours; offered in 1973/74 and alternate years with 1702X)

1702X UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
C. Watson and *S. Quazi*, Regular

Session (alternate years with 1701X; not offered in 1973/74)

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.
M. L. Handa, Regular Session

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

An introduction to selected techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems in a systematic framework of analysis. Emphasis will be on application and evaluation of the techniques in an educational planning context, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.

Prerequisite: Permission of the instructor.

S. Padro, Regular Session (after hours)

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.
B. B. Macleod, Regular Session (after hours)

1706X THE BUDGETARY PROCESS IN EDUCATIONAL PLANNING

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general, and on education in particular.
J. W. Holland, Regular Session (after hours)

1707X EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.
G. S. Tracz, Regular Session (after hours; offered as required)

1708X EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social

development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.
J. P. Farrell, Regular Session

1709X THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session
(classes in French on request)

1710X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES FOR PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs such as French instruction.
E. H. Humphreys, Regular Session
(after hours; offered as required)

1712X MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutibility of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.
M. L. Skolnik, Regular Session

1714X THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic

planning, and their applications to education at different levels of decision-making. Educational planning problems and processes in Canada will be discussed.
M. L. Handa, Regular Session

1715X METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1719X PLANNING THEORIES AND ISSUES IN COLLEGE AND UNIVERSITY MANAGEMENT

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management, institutional–system level relations, and university–government relations.
G. S. Tracz, Regular Session (offered in 1973/74 and alternate years with 1702X)

1721X SOCIAL AND ECONOMIC INFLUENCES IN CANADIAN EDUCATION

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.
B. B. Macleod, Regular Session (after hours)

1752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703X WORKSHOP: TOPICS IN ECONOMICS OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a related topic for discussion and analysis in the workshop. Included among past themes have been: Canadian studies in the economics of education; micro-educational planning models; educational planning for disadvantaged groups in Canada.

Prerequisite: 1703X, or equivalent.
M. L. Handa and *M. L. Skolnik*, Regular Session

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING

The purpose of this course is to examine and evaluate applications of systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.
G. S. Tracz, Regular Session

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X, or equivalent.
B. B. Macleod (offered as required; please consult with instructor)

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X, or equivalent.
Staff (offered as required; please consult with *B. B. Macleod*)

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, and elementary queuing theory; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions, simulation and scheduling techniques.

Prerequisites: 1704X, or equivalent. Mathematics prerequisites to be discussed with the instructor.
S. Padro, Regular Session (alternate years; not offered in 1973/74)

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined: rate of extension of primary education; technical versus

general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson*, Regular Session

3710X SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competitions for a society's resources.
W. E. Alexander, *V. R. D'Oyley*, and *J. W. Holland*, Regular Session

N3713X SEMINAR IN EDUCATIONAL PLANNING

A non-credit seminar. Several prominent speakers are invited during the regular session and a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of ongoing planning research and development work.
Staff, Regular Session

3715X SEMINAR: ADVANCED DEMOGRAPHIC ANALYSIS

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705X, or equivalent.
B. B. Macleod (offered as required; please consult with instructor)

3716X METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for the prospective or practicing researcher who wishes to use comparative data in his work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (*a*) the special analytical problems faced when using comparative data, and (*b*) the use of comparative data for testing propositions and developing theory in education.
J. P. Farrell and *D. N. Wilson*, Regular Session

3721 TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned on page 91.

Prerequisite: Permission of the instructors.

E. H. Humphreys and staff (offered as required)

3722 TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.

E. H. Humphreys and staff (offered as required)

3752X SEMINAR: INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

(Educational Administration)

1030X THE LEGAL CONTEXT OF EDUCATION

(Educational Administration)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

(Computer Applications)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION

(Computer Applications)

3930X INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

(Sociology in Education)

History and Philosophy of Education

TREVOR J. WIGNEY, *Ed.M. (Harvard)*
Lecturer and Chairman of the Department
(Canadian education; adult education and politics; progressivism in Ontario education; education in derivative cultures)

CLIVE M. BECK, *Ph.D. (New England)*
Associate Professor (on study leave until June 30, 1973)
(philosophy of values; philosophy of practical inquiry; moral education; theory of educational inquiry)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

BRIAN S. CRITTENDEN, *Ph.D. (Illinois)*
Professor
(social, philosophical, moral, and aesthetic questions in education; logic of the curriculum)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Assistant Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies)

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer
(European education; Modern France; the Renaissance)

MICHAEL B. KATZ, *Ed.D. (Harvard)*
Professor (on study leave until August 31, 1973)
(urban social structure; American education; 19th-century Ontario)

DOUGLAS MYERS, *Ph.D. (Edinburgh)*
Assistant Professor (on leave of absence with the Ontario Teacher's Federation, but teaching course 1407X)
(Canadian and British education; the training, role, and influence of teachers)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Assistant Professor
(philosophy of mind; theory of knowledge; theory of human action)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Assistant Professor
(Canadian social history; education of minority groups; subsidiary interest in American history)

ALBRECHT WELLMER, *Ph.D. (Frankfurt)*
Associate Professor (on leave until June 30, 1973)
(philosophical anthropology; philosophy of science, social philosophy, and philosophy of social science)

IAN WINCHESTER, *B.Phil. (Oxon.)*
Assistant Professor
(philosophy of science; historiography; philosophy of traditions; the history and philosophy of 17th-century science; historical record linkage)

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History of Education
M.Ed. in Philosophy of Education
M.A. in History of Education
M.A. in Philosophy of Education
Ed.D. in History and Philosophy of Education
Ph.D. in History of Education
Ph.D. in Philosophy of Education

Candidates normally specialize in *either* History of Education *or* Philosophy of Education. In what follows, the rubric "History/Philosophy of Education" should be read as "History of Education" or "Philosophy of Education," depending on the candidate's field of interest.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that a student is free to make his own choice of advisor after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience may, however, be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements may be worked out individually for each student, with his advisor, although the extracurricular and development activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes standard history and philosophy courses may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY/PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History/Philosophy of Education.

It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education, under the title of Master of Education for Special Purposes.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND PHILOSOPHY OF EDUCATION

For information on the Ed.D. program in the Department of History and Philosophy of Education, please contact the Chairman of the Department, Mr. Trevor J. Wigney.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY/PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History/Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History/Philosophy courses offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in History/Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History/Philosophy may be required.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in History/Philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Department of History/Philosophy.

In cases where candidates do not have a four-year B.A. in History/Philosophy but have a strong degree in certain related fields (Sociology, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in History/Philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(*a*) Three half-courses in History/Philosophy of Education.

(*b*) Two half-courses, or the equivalent, in the Department of History/Philosophy of the School of Graduate Studies.

(*c*) One elective half-course that may be taken in another department of the Institute.

(*d*) A thesis. (Ordinarily the amount of work involved in the thesis is approximately the equivalent of two half-courses.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY/PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. Program (counting the one-year program for *the M.A. as Year 1)*

The normal requirements for this program are as follows:

(*a*) Two half-courses, or the equivalent, in History/Philosophy of Education.

(*b*) Two half-courses, or the equivalent, in the Department of History/Philosophy of the School of Graduate Studies.

(*c*) Two elective half-courses, normally, but not necessarily, in History/Philosophy of Education.

(*d*) A thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these two resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses can be taken at either the master's or the doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

HISTORY OF EDUCATION

1400X HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.

J. S. Hockley, Regular Session (after hours)

1401X HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.

J. S. Hockley (alternate years; not offered in 1973/74)

1402X HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since

the eighteenth century. Problems of special interest to Canadians are considered in their European context: education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402X.)
J. S. Hockley, Regular Session (after hours)

1403X HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404X and 3403X.)
W. Brehaut, Regular Session (after hours)

1404X HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403X. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403X or equivalent.
W. Brehaut, Regular Session (after hours)

1406X HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses. In 1973/74 the course will explore the relation of Britain to Canada, Australia, and New Zealand.
T. J. Wigney, Regular Session

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (state) educational controversies that marked the nineteenth-century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth.
D. Myers, Regular Session (after hours)

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.

T. J. Wigney, Regular Session (after hours)

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT

(also listed as History 1052X, *School of Graduate Studies Calendar*, University of Toronto)

A survey of the relation between social development and higher learning in the United States. Topics for discussion include the Americanization of the idea of the university; the impact of evangelical religion on higher education; nationalism and educational thought; the role of the nineteenth-century college in American culture; the origins of the modern university; progressivism and the purpose of higher education; development of the multiversity; student protest and the restructuring of the university; and the idea of the critical university.
M. B. Katz, Regular Session (after hours)

1411X EDUCATION AND SOCIAL CHANGE: THE AMERICAN EXPERIENCE

(also listed as History 1051X, *School of Graduate Studies Calendar*, University of Toronto)

This course examines the relation between social change and educational development in American history. It emphasizes urban problems, particularly the educational implications of social stratification and the development of bureaucracy, and studies movements of urban educational reform at different points in time.
M. B. Katz (alternate years; not offered in 1973/74)

1412X EDUCATION AND CULTURAL CONTROVERSY

An examination of selected contemporary cultural controversies and their relation to education, mainly in Canada and the United States. Taught primarily with films. Limited to fifteen students.
M. B. Katz, Summer Session

1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions.
Staff, Regular Session

1419X RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussion of issues in historiography and consideration of various research projects being conducted in this department.
Staff, Regular Session

1428X MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the

history of Canadian education.
H. Troper, Regular Session (after hours)

1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1464 EDUCATION FOR UNDERDEVELOPING COUNTRIES

A seminar course including the following topics: Canada's relations with the Third World, factors responsible for reinforcing the process of underdevelopment, Canadian aid to Third World educational systems, how Canadian attitudes towards underdevelopment and the Third World are shaped, studies of alternative approaches to education in the Third World and in Canada about the Third World.
G. L. Caplan, Regular Session (after hours)

1466X PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular geographical area.
G. L. Caplan, Regular Session (after hours)

3402X PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION

European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neohumanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. The course complements 1402X but may be taken independently of it.
J. S. Hockley, Regular Session (after hours)

3403X HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL

Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut, Regular Session

3420X URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

(also listed as History 1050X, *School of Graduate Studies Calendar*, University of Toronto)

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
M. B. Katz and staff, Regular Session (after hours)

3424X ASPECTS OF PROGRESSIVISM IN ONTARIO EDUCATION

A research course designed for students wishing to develop thesis topics. An examination of reform movements in education and social policy in Ontario, 1880–1930.

Prerequisite: Permission of the instructor.

T. J. Wigney, Regular Session

3426 EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN ONTARIO

A seminar based on original research designed to examine the formation and the nature of political values and perceptions in Ontario, and their consequences for public life in postwar Ontario.

Prerequisite: Permission of the instructor.

G. L. Caplan, Regular Session

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

3452XQ INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: SELECTED TOPICS AND MINORITY CONCERNS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

H. Troper, Regular Session (after hours)

PHILOSOPHY OF EDUCATION

1430X PHILOSOPHY OF MIND IN EDUCATION

Topics in philosophy of mind of importance to education will be selected, according to the interests of seminar participants, from the following: the problem of privacy of mind; consciousness and intentionality; concept formation, language, and thought; emotion and emotional development; action, intention, and motivation; the concept of a person.

Prerequisite: B.A. major in philosophy, or permission of the instructor.

E. C. Olsen, Regular Session

1431X THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

This seminar is complementary to, but does not assume that the student has taken, course 1430X. Topics are selected from the following: knowledge and its relation to belief, truth, and evidence; perceptual knowledge, self-knowledge, knowledge of other minds, and religious and aesthetic knowledge; understanding, teaching, and learning. The emphasis is on conceptual clarification rather than on empirical investigation.

Prerequisite: B.A. major in philosophy, or permission of the instructor.

E. C. Olsen, Regular Session

1432X KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such educational concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430X or 1431X except by permission of the instructor.
E. C. Olsen, Regular Session (after hours)

1433X FREEDOM AND RESPONSIBILITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will be considered from a theoretical viewpoint, which will be related to an educational/social setting. They include: the preconditions of moral action, freedom of the will, existential freedom, personal autonomy, liberty and human rights, development of a sense of responsibility. This course does not presuppose extensive background in philosophy.
E. C. Olsen, Regular Session (after hours)

1434X PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Topics will include the nature of educational value; authority and freedom in education; academic freedom; equality in education; the role of the school as an agent of social change; the determination of policies for education in a pluralistic society; indoctrination; democracy and excellence in education.

(This course is for students with little or no background in philosophy.)
B. S. Crittenden, Regular Session (after hours)

1438X PHILOSOPHY OF VALUE AND THE NATURE AND ROLE OF EDUCATION

This course differs from 1442X in that it deals with problems in value theory in general rather than simply problems in moral theory. The following topics will be considered, with particular reference to education: varieties of value utterance, the nature and function of rules, the problem of objectivity in value inquiry, the relation of means to ends, strategies of decision, planning for the future, special problems in periods of rapid change, value inquiry in institutional contexts.
C. M. Beck, Summer Session and Regular Session (after hours)

1441X MORAL EDUCATION

A discussion of the form-content distinction in morals and moral education; various approaches to moral education; the problem of authority, authoritarianism, and indoctrination; political and institutional problems; assessment; and the problem of passing from thought to action.
Staff, Summer Session and Regular Session (after hours)

1442X MORAL THEORY FOR THE SCHOOLS

This course will be concerned with the detailed development of a body of

moral theory that might serve as a basis for ethics courses in the schools. An attempt will be made to develop a graduated curriculum in ethics for the upper primary school and the secondary school.
C. M. Beck, Summer Session and Regular Session (after hours)

1443X INQUIRY INTO VALUE ISSUES: THEORY AND PRACTICE

The development of the theoretical framework (i.e., general principles, concepts, rules of procedure and inference, canons of relevance, notions of fact and value and their interrelationship, etc.) for treating normative or value issues; thence, the application of the framework (models) devised to actual classroom situations where Canadian social and political issues are treated.
J. A. Eisenberg, Regular Session

1444X THE LOGIC OF THE CURRICULUM

A discussion of the broad theoretical issues affecting the design and use of a curriculum for general (or liberal) education. Aspects of the following topics will be included: aims of education and uses of schooling; varieties of knowledge and modes of inquiry; logical and psychological order in teaching and learning; individual and social needs; values in curriculum decision-making; liberal education in technological society.

(This course is for students with little or no background in philosophy.)
B. S. Crittenden, Regular Session (after hours)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION: SCIENTIFIC CONCEPT FORMATION IN SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester, Regular Session (after hours)

1451X THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES

A consideration of some of the major contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and of the social sciences to the teaching of these subjects.
J. A. Eisenberg, Regular Session (after hours)

1453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3445X ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; the nature of scientific revolutions.
I. Winchester, Regular Session (after hours)

3446X METAPHYSICS AND HUMAN TRADITIONS

A problem course in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester, Regular Session (after hours)

3448X SELECTED PROBLEMS IN THE PHILOSOPHY OF EDUCATION

Conceptions and dimensions of individual development; learning, maturation, and emancipation; ideological, scientific, and utopian dimensions of education; the ideas of autonomy, happiness, and solidarity; the role of imagination – aesthetics and critique.
A. Wellmer, Regular Session (after hours)

3449X THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION

Topics will include the aims and methods of a philosophical anthropology; the relation between philosophical and scientific knowledge of man; the problem of anthropological constants and of a philosophical "proto-theory" for the sciences of man; language, history, and morality as interrelated dimensions of human beings; historical materialism reconsidered. These topics will be discussed with particular reference to education.

Prerequisite: Permission of the instructor.
A. Wellmer, Regular Session (after hours)

3451X METHODOLOGICAL PROBLEMS ARISING IN HISTORY AND SOCIAL SCIENCE EDUCATION

A problem course dealing with current philosophical problems in the areas designated. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry, objectivity in the social sciences, the notion of causality, the nature of creativity and its relation to the "logic" of discovery, reasoning procedures in the social sciences, validation procedures, the nature of cognitive structures, and the teaching

of cognitive structures are among those to be considered.
J. A. Eisenberg, Regular Session (after hours)

3453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453X, but at the doctoral level.

3454X PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.
Staff, Regular Session

Measurement and Evaluation

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Associate Professor and Chairman of the Department
(scaling theory and analysis of categorical data)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(measurement for guidance and counseling)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Assistant Professor
(computer aspects of measurement; data analysis)

DOUGLAS C. CAMPBELL, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed from Curriculum

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor, cross-appointed from Educational Planning

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development)

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies and to Educational Planning
(contemporary development of all aspects of education in the Province of Ontario)

DOROTHY M. HORN, *Ed.D. (Columbia)*
Assistant Professor
(mathematics test development)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor (on study leave until August 31, 1973)
(educational attitudes; learning environments; prediction of educational developments)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

HOWARD H. RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of Field Development

ROSS E. TRAUB, *Ph.D. (Princeton)*
Associate Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Computer Applications
(evaluation of educational technology and programs; computer applications in education)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

PROGRAMS OF SPECIALIZATION

The basic goal of the department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory, and to prepare them to utilize methodology and theories in the area of evaluation. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.Ed. students must take at least four of the half-courses required for the M.Ed. degree within the department.

M.A. students must take four of the six half-courses required for the M.A. degree within the department. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree they are advised to take the following courses: 1604X, 1670X, 1680X, and 3666X. These courses do not necessarily have to be taken during the M.A. year, but a student must have finished them, or their equivalent, before completion of the Ph.D. degree.

Ph.D. students must take at least four 3600-level courses, with 3666X possibly serving as one.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer-programming techniques. Successful completion of 1520X will be one way to satisfy the computer-programming requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

The department is in the process of developing for M.Ed. students an evaluation program consisting of 1360X, 1610X, 1615X, 1666X, and 3610X. This program will help meet the increasing need for well-prepared practitioners in the field of education. Guidance of the students in this program will be provided by the department's Educational Evaluation Program staff.

Further information is given in a brochure that can be obtained from the department.

COURSES

Courses at the 1600 level are generally considered introductory, while those at the 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses, or that master's students cannot take 3600-level courses.

Note: (*a*) From time to time, Measurement and Evaluation offers short non-credit courses in descriptive statistics, matrix algebra, calculus, and other topics, to provide students with the desirable background. Please consult this department or the timetable (*Schedule of Graduate Courses*) for current offerings.

(*b*) A prior knowledge of elementary statistics is beneficial in some of the introductory courses. If a student taking 1610X, 1611X, or 1660X does not have this background, he is advised either to attend a non-credit course in descriptive statistics as mentioned in Note (*a*) or to make other arrangements to acquire this knowledge.

1604X ELEMENTS OF TEST THEORY

Classical test theory, validity and prediction theory, item analysis and test assembly, scoring and equating.

Desirable background: Completion of or concurrent registration in 3666X.

R. E. Traub, Regular Session (after hours)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: See Note (*b*).

A. Even, Regular Session (after hours)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: See Note (*b*).

S. A. Alvi, *W. G. Fleming*, and *S. B. Khan*, Summer Session and Regular Session (daytime and after hours)

1615X TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610X and 1666X, or equivalents (or concurrent registration in these courses).

J. Weiss, Summer Session and Regular Session (after hours)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: Permission of the instructor concerned.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The specific content will depend on current issues. Emphases are on the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside. This course is seen as being complementary to 1358X in the Department of Curriculum.

Prerequisite: Permission of the instructor.

H. H. Russell, Regular Session (after hours)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project.

Prerequisite: Descriptive statistics.

D. C. Campbell and *M. D. Ellis*, Summer Session and Regular Session (after hours)

1664X MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, X^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

1666X ELEMENTS OF STATISTICS

A brief review of descriptive statistics, including simple correlation and regression, probability distributions, sampling distributions, expectations and moments, inference about population parameters, basic principles of experimental design and one-way analysis of variance, and multiple comparison procedures.

D. F. Burrill and staff, Summer Session and Regular Session (daytime and after hours)

1670X ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous

and mathematically elementary.
R. P. McDonald, Regular Session (after hours)

1675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (after hours)

1680X ELEMENTS OF SCALING

Derivation of rational measurements from a wide variety of data such as ranking, "yes-no," multiple-choice, paired comparison, and contingency tables.

Desirable background: 1666X.
S. Nishisato, Regular Session (after hours)

3602X ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; offered in 1973/74 and alternate years)

3605X ADVANCED TEST THEORY

Alternative models to the classical test theory model (e.g., models for non-parallel tests, binomial error models, latent trait models), matrix sampling, considerations derived from decision theory, and programmed testing.

Desirable background: 1604X and 3666X.
R. E. Traub, Regular Session (daytime; alternate years; not offered in 1973/74)

3608X PERSONALITY MEASUREMENT

Examination of methodologies and problems in the construction of personality tests, test standards, response styles, problems in measuring particular personality characteristics, actuarial prediction, statistical methods of decision-making in selection and personality assessment, and the ethics of personality assessment.

Prerequisite: Permission of the instructor.
Staff (alternate years; not offered in 1973/74)

3610X EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating

socio-educational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.
M. W. Wahlstrom, Regular Session (daytime; offered in 1973/74 and alternate years)

3637X ADVANCED SCALING THEORY

Emphasis on rigorous statistical bases for such scaling procedures as optimal scaling, current Thurstonian scaling, and multidimensional scaling.

Desirable background: 1680X and 1675X.
S. Nishisato, Regular Session (daytime; offered in 1973/74 and alternate years)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652X, but at the doctoral level.

Prerequisite: Permission of the instructor.

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666X, or equivalent, or permission of the instructor.
R. P. Bhargava and *D. F. Burrill*, Summer Session and Regular Session (daytime and after hours)

3667X ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava, Regular Session (alternate years; not offered in 1973/74)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussions of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisites: 1664X and 3667X, or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.
R. P. Bhargava, Regular Session (daytime; offered in 1973/74 and alternate years)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff, Regular Session (alternate years; not offered in 1973/74)

3676X THE STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory, relations to nonmetric models, and analysis of covariance structures.

Prerequisites: 3602X and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602X.

R. P. McDonald, Regular Session (daytime; offered in 1973/74 and alternate years)

3677X ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and beliefs systems, theories of attitude formation and change, discussion of selected measurement techniques, review of selected empirical research on attitude change and its relevance for education.

S. B. Khan, Regular Session (daytime; offered in 1973/74 and alternate years)

The following courses might also be of special interest to students in Measurement and Evaluation:

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT
(Applied Psychology)

1305X TECHNIQUES FOR IMPROVING INSTRUCTION
(Curriculum)

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION
(Curriculum)

3302X SEMINAR IN THE ANALYSIS OF EDUCATIONAL PROCESSES
(Curriculum)

1520X PROCESSING EDUCATIONAL DATA
(Computer Applications)

Sociology in Education

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Associate Professor and Chairman of the Department, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and the labor market, including new career patterns in education, underemployment and skill substitutions, and their implications for innovation in education)

GORDON CRESSY, *M.S.W. (Toronto)*
Lecturer
(politics of urban education; relationship between education and the community)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, cross-appointed to the Office of the Coordinator of Research and Development Studies
(classroom interaction; socialization; organizational analysis; social change; general theory)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Assistant Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Assistant Professor
(alternative educational futures; comparative studies of educational, socioeconomic, and political development; conscientization and educational policy-making; synergistic thinking)

FRANK V. MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(family socialization and schooling; family and school linkages; sociology of guidance counseling in schools; organizational context of special education)

VANDRA L. MASEMANN, *Ph.D. (Toronto)*
Assistant Professor
(cross-cultural studies for socialization; education and economic development; immigrant adaptation to educational systems; female educational aspirations)

DAVID B. NOLLE, *M.A. (Vanderbilt)*
Lecturer
(effects of family and school factors on educational aspirations and attainment processes; changes in attitudes towards family, school, and self during adolescence)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(current issues in sociological theory pertaining to education; the role of intellectuals and intelligentsia in society; the structure of higher education)

W. GORDON WEST, *M.A. (Northwestern)*
Lecturer
(participant observation field methods; adolescent cultures and deviant behavior; occupational roles in socializing institutions)

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., or

Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed., which may be taken on a part-time basis. These programs include courses in Sociology in Education as listed on the following pages, together with courses designed with the individual according to his or her interests and/or related courses in other departments in the School of Graduate Studies as well as within the Institute.

This department welcomes applicants with diverse but relevant backgrounds, which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairman, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests and at least one sample of their written work, in addition to the general requirements for assessment of admissibility, as outlined on pages 19 to 26. All part-time M.Ed. students must commence their program by taking 1900X.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program but suitable for others completing a prerequisite year. Sociological perspectives are illustrated in application to current educational issues and settings, with a special emphasis on Canadian content and data.
Staff, Regular Session (after hours)

1902X DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
G. Cressy, Regular Session

1903X THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of minority religious and ethnic groups in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the problems of bilingual and separate schools in Ontario.
Staff, Regular Session (after hours)

1904X SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
D. B. Nolle, Regular Session (after hours)

1906X SPECIALISTS IN THE SCHOOL SYSTEM

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other helping professionals in the educational system. Concepts and principles from the sociology of organizations, professions, and face-to-face interaction will be used. Reading, class discussions, and individual research are the main requirements of the course.
F. Maidman, Regular Session (after hours)

1907X FAMILY SOCIALIZATION AND EDUCATIONAL PERFORMANCE

This course involves a critical review of existing literature on the family as related to educational performance. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children, and to data from a study of Canadian families.
F. Maidman, Regular Session (after hours)

1908X SOCIOLOGY OF CLASSROOM INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.
A. Effrat, Regular Session (after hours)

1909X PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting/rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open schools, team teaching, non-grading) and their implications for the various school personnel.
M. Fullan, Regular Session (after hours)

1919X SOCIOLOGY OF TEACHER TRAINING

An examination of alternative approaches to teacher training, with the focus on Ontario. This will include the nature of preservice, inservice, and graduate training in terms of the requirements and expectations of the role of the teacher in modern school settings.
Staff (not offered in 1973/74)

1928X THE ORGANIZATION OF KNOWLEDGE AND THE ROLE OF THE INTELLIGENTSIA

This is a study of the way in which scientists, educationists, persons in the humanities, and artists organize their work into specialized areas of knowledge within the settings of higher education, government, and industry, and the importance of their activities to the operation of society. It will deal with issues of conflict brought about by changes in their fields, in their organizations, and in other areas of society.
R. J. Silvers, Regular Session

1929X THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analyzed, as well as the implications of parental involvement in the school for the social organization of the school.
G. Cressy, Regular Session (after hours)

1935X FUTURE SOCIETIES AND EDUCATION

An introduction to comprehensive ways of thinking about the future. Topics will include: (*a*) the ways in which values affect thinking about possible and probable futures, (*b*) conceptual models for thinking about future social action, (*c*) techniques for speculating about educational and social futures, and (*d*) a critical review of existing scientific and literary studies of the future. Alternative educational futures will be emphasized throughout the course.
D. W. Livingstone, Regular Session (after hours)

1940X COMPARATIVE EDUCATION: THEORIES OF EDUCATIONAL DEVELOPMENT

This course will be an overview of systems of education, both formal and informal, in societies of varying levels of complexity. The concept of development will be examined in relation to educational systems and societies. Theories of social change will be discussed with reference to changes in educational systems, especially in Third World societies. Case studies will illuminate the processes of educational development as related to economic and political processes.
V. L. Masemann, Regular Session

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960 SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists

working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.
Staff, Regular Session

1970X SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
R. J. Silvers, Regular Session

1972X EDUCATION AND THE SOCIOLOGY OF WOMEN

An examination of the social position of women in present-day society. Major fields explored will be sex differences in socialization, educational aspirations, and achievement; women in the labor force.
Staff, Regular Session (after hours)

1996X THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.
Staff (may not be offered in 1973/74)

3900X SOCIOLOGY OF SCHOOL SYSTEMS

Concepts and theories of social systems will be used to examine educational institutions and their component parts. Both theoretical schemes and empirical materials will be used to illuminate six major areas of concern: the societal context of school systems, the goals and socialization functions of schools, social mobility and opportunity structures, organizational dynamics and school system control, occupational roles and the dynamics of work, and peer group social structures.
Staff (may not be offered in 1973/74)

3901X SOCIOLOGY FIELD WORK IN EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
W. G. West, Regular Session

3902X EDUCATIONAL SYSTEMS AND THE LABOR MARKET

This course is concerned with the integration between educational systems and the labor market, at both the institutional and social psychological levels. The impact on individual educational and occupational experiences will be assessed. The following content areas will be examined: the general structure of the Canadian labor force; changes in the base of recruitment to university, and changes in postsecondary curricula; and the problem of estimating the costs and benefits of different educational strategies.
E. B. Harvey (may not be offered in 1973/74)

3911X PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems, dilemmas, and techniques of the roles of change agents in educational change. Each member of the class will become involved in some particular practical problems with some aspect of the educational system in Ontario (e.g., parent involvement in a given school) as an experience to increase awareness and develop skills in dealing with real situations.
M. Fullan, Regular Session

3920X SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories, with emphasis upon individual agents of socialization inside and outside the school.
V. L. Masemann, Regular Session (after hours)

3925X ADOLESCENT DEVIANCE AND THE SCHOOLS

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.
Staff (not offered in 1973/74)

3930X INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of (*a*) developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and (*b*) increasing understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3935X REVOLUTIONARY MOVEMENTS AND EDUCATION

A sociological analysis of current and historical revolutionary movements with particular attention to their educational programs. Objectives, strategies, and accomplishments will be scrutinized in comparative perspective. Special emphasis will be given to the relevance to Canadian society of the works of such current revolutionary educators as Paulo Freire and Danilo Dolci.
D. W. Livingstone, Regular Session

3950X RESEARCH SEMINAR IN THE SOCIOLOGY OF HIGHER EDUCATION

Two major areas of content are linked with the two major aims of the course. The first involves a range of largely empirical materials concerning college and university students, with special emphasis on an understanding of the sociological dynamics of college life and its impact on career decisions, academic success, satisfaction, eventual graduation, etc. The second involves the empirical analysis of data on college students.
Staff, Regular Session

3952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL
Description as for 1952X, but at the doctoral level.

3960X ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION
A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic nonexperimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.
D. B. Nolle, Regular Session

3970X ADVANCED SOCIOLOGICAL THEORY IN EDUCATION
A seminar organized as a theory workshop to develop sociological theory applications to education.
R. J. Silvers and staff, Regular Session

The following courses might also be of special interest to students in Sociology in Education:

1020X THE FUTURE CONTEXT FOR EDUCATION
(Educational Administration)

1022X THE SOCIAL CONTEXT OF ADMINISTRATION
(Educational Administration)

3011X ORGANIZATION THEORY IN EDUCATION
(Educational Administration)

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR
(Educational Administration)

1715X METHODOLOGY FOR POLICY RESEARCH
(Educational Planning)

1322XR SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY
(Curriculum)

1358X CURRICULUM DEVELOPMENT AND SCHOOL SYSTEM INTERVENTION
(Curriculum)

Special Education

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor and Chairman of the Department
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, with special reference to the more efficient utilization of genetic information as manifested in the child's sensitive periods relating to form observation and language acquisition)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for pre-school children; attitudes to and notions of exceptionality and handicap; making judgment about children; conceptual assumptions, models of functioning, assessment procedures, applying change and teaching procedures)

JOHN B. FOTHERINGHAM, *M.D. (McGill)*
Associate Professor
(diagnosis and parental counseling of children with mental retardation; children with learning disabilities; early identification of children with developmental disabilities; cooperative use of community resources)

MALCOLM GARBER, *Ph.D. (California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Assistant Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications related to cognitive development; effectiveness of early psychomotor intervention programs)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

ASSOCIATED INSTRUCTORS:

ERIC W. HOPWOOD, *M.Ed. (Hull)*
Headmaster, Cliffdale Secondary School, Portsmouth, Hampshire, England

DONALD KEILLOR, *M.Ed. (Toronto)*
Head, Educational Assessment Centre, Etobicoke Board of Education

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

EDWARD J. ROSEN, *M.D., C.M. (McGill)*
Associate Professor, Department of Psychiatry, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to an M.Ed., M.A., or Ph.D. Joint programs with other departments may be arranged. The M.A. and Ph.D. programs require full-time study; the M.Ed. program may be taken on a part-time basis.

General Note:
A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible, it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet his needs.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

Enrolling students are ordinarily expected to have had at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses are required in addition to the regular degree program:

1200X	Introduction to Educational Psychology
1201X	Child and Adolescent Psychology

The regular M.Ed. program demands a minimum of eight half-courses, chosen in consultation with an advisor, to form an integrated sequence as follows:

1288X	Seminar and Practicum in Special Education (This course is compulsory.)

Group A

Three additional half-courses selected from:

1280X	Exceptional Children and Youth
1281X	The Education of the Mentally Retarded and the Slow Learner: Seminar and Practicum
1282X	The Physically Handicapped: The Deaf
1283X	Psychology and Education of the Gifted
1284X	Behavior Disorders in Relation to Education
1285X	Children with Special Learning Disabilities
1286X	Educational Techniques for Emotionally Disturbed Children
1287X	Recent Advances in Mental

Retardation
1291 Seminar and Practicum in Comparative Special Education
1295X Individual Reading and Research in Special Education: Master's Level
1295Q Individual Reading and Research in Special Education: Psycho-educational Appraisal and Remedial Techniques for Exceptional Children

Group B

Four half-courses selected in conjunction with the student's advisor from offerings in other departments in the Institute or further courses in Special Education.

Note: The department cannot guarantee admission to particular courses outside the department.

If courses in certain areas of interest in special education are not currently available at the Institute, it may be possible for individual students to arrange programs that include up to two half-courses taken in a graduate program at another university.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. Applicants may or may not have a background of elementary or secondary school teaching. Students without this background would pursue their professional careers with exceptional children by means of a non-teaching consultant role in such settings as hospitals, residential treatment centers, nursery schools, day-care centers, etc. Students with a teaching background would continue to pursue their careers in teaching, consultation, or supervision in special education, in such settings as colleges of education, community colleges of applied arts and technology, and elementary or secondary schools. The normal entrance requirement is a four-year University of Toronto B.A. in a social or behavioral science, or its equivalent. Outstanding students in this program may continue in a Ph.D. program with special reference to Special Education. The typical M.A. program would consist of six half-courses, as follows:

1280X Exceptional Children and Youth
1288X Seminar and Practicum in Special Education

A research design course:
1235X Research Methods in Educational Psychology

Three additional half-courses, two of which must be selected from those in the 1281X to 1290X range, excluding 1288X, are required. The third course may be in special education, in a related discipline, or in a field of application. Courses are to be selected in consultation with an advisor.

A master's thesis is required.

The student is also expected to participate in colloquia and informal research meetings organized by this department.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or their equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program. Ordinarily the Department of Special Education does not accept students into two-year M.A. programs.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 25 and 26, the student and his advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. Such a program would involve a broad study of special education, with two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF SPECIAL EDUCATION

Students not enrolled in the regular programs described may, by arrangement with the Department of Special Education, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with the student's advisor, the Department of Special Education, and the instructors of the courses under consideration.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.
J. R. Kershner, *I. Davidson*, and *J. B. Fotheringham*, Summer Session and Regular Session

1281X THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER: SEMINAR AND PRACTICUM

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling and practicum.
D. Shipe and *J. B. Fotheringham*, Regular Session. Associated instructors, Summer Session

1282X THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counseling of parents and pupils.
Associated instructors, Summer Session

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
I. Davidson, Regular Session

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285X CHILDREN WITH SPECIAL LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
W. R. Callaway and *J. R. Kershner*, Regular Session. Associated instructors, Summer Session

1286X EDUCATIONAL TECHNIQUES FOR EMOTIONALLY DISTURBED CHILDREN

A survey of psychodynamic and educational management techniques used with children with learning difficulties caused by developmental disorders, cerebral dysfunctions, specific cognitive disorders, language and reading disorders, as well as behavior disorders, with particular reference to the methods used in special classes for the selection, investigation, and remedial treatment of these varied conditions.

Prerequisite: 1284X.

Associated instructors, Regular Session

1287X RECENT ADVANCES IN MENTAL RETARDATION

Emphasis will be placed on the interaction of biological and sociocultural influences in the development of generalized mental retardation, its diagnosis, and management.

Prerequisite: Permission of the instructor.

J. B. Fotheringham, Regular Session

1288X SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

The course consists of supervised experience in a particular area of special education; this experience may involve curriculum planning, classroom organization, and the development and evaluation of a range of instructional materials and techniques.

I. Davidson, Summer Session and Regular Session

1289X SEMINAR: SPECIAL EDUCATION FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems, and of special programs for them. Open only to students enrolled in the School Psychology program of the Department of Applied Psychology.

H. Silverman, Summer Session

1290X READINGS AND RESEARCH IN MENTAL RETARDATION

Emphasis will be placed on an expansion and deepening of material covered in 1287X, particularly on the biological and sociocultural aspects of mental retardation. Additional topics will include the genetic aspects of mental retardation, personality, learning theories, family studies, and vocational rehabilitation.

Prerequisite: 1287X.

D. Shipe and *J. B. Fotheringham*, Regular Session (offered in 1973/74 and alternate years)

1291 SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken.

It is anticipated that in the 1973 Summer Session this course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.

Staff, Summer Session

1295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1295Q INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: PSYCHO-EDUCATIONAL APPRAISAL AND REMEDIAL TECHNIQUES FOR EXCEPTIONAL CHILDREN

Selection and use of specialized tests with learning-disabled and handicapped children. Includes nonverbal tests, infant tests, and specialized tests for the assessment of communication and visual-motor disorders. Introduction to methods of remediation on the basis of such tests. Familiarity with the WISC and Stanford-Binet will be assumed.

Prerequisite: Permission of the instructor.

D. Shipe, Regular Session

3280X SEMINAR REVIEWING ONGOING RESEARCH AND DEVELOPMENT ACTIVITIES IN THE DEPARTMENT OF SPECIAL EDUCATION

J. R. Kershner, Regular Session

3281X RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and his life situation that bear upon school placement and achievement, and subsequent life success.

D. Shipe, Regular Session (offered in 1973/74 and alternate years)

3283X RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

W. R. Callaway, Regular Session (offered as required)

3284X RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

M. Garber, Regular Session

3285X RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

H. Silverman, Regular Session

3287X RESEARCH SEMINAR: THE FAMILY AND THE HANDICAPPED CHILD

Emphasis will be placed on the effects of a handicapped child on the family, and on family factors influencing the child's functioning.

J. B. Fotheringham, Regular Session (offered as required)

3295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295X, but at the doctoral level.

Higher Education Group

EDWARD F. SHEFFIELD, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island)*
Professor of Higher Education, University of Toronto, and Chairman of the Higher Education Group, cross-appointed to Adult Education, OISE
(effective teaching at the university level; diffusion of patterns in higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor of Higher Education, University of Toronto, and Director of Research of the Council of Ontario Universities, cross-appointed to Educational Planning, OISE
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education and University Historian, University of Toronto, cross-appointed to Adult Education, OISE
(history of Canadian higher education in general and of the University of Toronto in particular)

JOHN B. MACDONALD, *Ph.D. (Columbia), LL.D. (Manitoba), LL.D. (Simon Fraser), D.Sc. (British Columbia)*
Professor of Higher Education, University of Toronto, and Executive Director of the Council of Ontario Universities
(management and organization of systems of postsecondary education; national policy with respect to research, particularly scientific research)

Note: The Offices of the Higher Education Group are at 158 St. George Street, Toronto 181. (Telephone: 928-7279)

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields of specialized study within the Department of Educational Theory. The staff members form the Higher Education Group in the University of Toronto, rather than a department in The Ontario Institute for Studies in Education.

Courses in higher education are designed for students pursuing one of three types of careers:

(*a*) Those who are or hope to be engaged in administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education.

(*b*) Those who are or hope to be teachers in institutions of higher education. While taking their major subject courses in the discipline in which they propose to teach, these students may wish to take a course in higher education as a minor subject in order to become more familiar with the setting in which they will be serving.

(*c*) Those for whom higher education is related to a primary interest in such fields as adult education, educational planning, the history of education, the economics of education, the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38. *Students are required to obtain concurrence of the instructor before enrolling for a course.*

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1920. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
R. S. Harris (alternate years; not offered in 1973/74)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of some of the many issues that have been characteristic of higher education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided.
E. F. Sheffield and colleagues, Regular Session

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. Some international comparisons will be attempted.
E. F. Sheffield and colleagues (alternate years; not offered in 1973/74)

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
R. S. Harris, Regular Session (offered in 1973/74 and alternate years)

1809X DECISION-MAKING PROCESSES IN THE UNIVERSITY

Analysis of traditional and emerging organizational structures of universities. Patterns of management appropriate to the university environment. Influence of departmental and disciplinary loyalties on the decision-making process. Communications networks within the university structure. Essential information needs for effective decision-making: students, courses, faculty, activities, space, capital and operating finance, etc. Institutional research and analytical studies to aid decision-making, modeling studies, simulation, cost/benefit and tradeoff analysis, etc.
B. L. Hansen and *J. B. Macdonald*, Regular Session (offered in 1973/74 and alternate years)

1811 CURRICULUM, TEACHING AND LEARNING IN INSTITUTIONS OF HIGHER EDUCATION

An opportunity to explore aspects of curriculum planning and development, teaching roles and methods, and the learning process.
E. F. Sheffield and colleagues (offered in 1973/74 and alternate years)

1852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852X, but at the doctoral level.

The following courses might also be of special interest to students in Higher Education:

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT (History and Philosophy of Education)

1702X UNIVERSITY AND POST-SECONDARY SYSTEMS: PLANNING PRACTICUM (Educational Planning)

1719X PLANNING THEORIES AND ISSUES IN COLLEGE AND UNIVERSITY MANAGEMENT (Educational Planning)

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING (Educational Planning)

3950X RESEARCH SEMINAR IN THE SOCIOLOGY OF HIGHER EDUCATION (Sociology in Education)

Note: For details of the following courses, which are offered by Departments other than Educational Theory, see School of Graduate Studies Calendar:

Econ 2803X	Reading Course on Economics of Manpower and Education
Med Studies 9135X	Medieval Universities
Soc 2002	Occupations and Professions

Academic Staff

(As of January 1, 1973)

ABBEY, DAVID S.
Adult Education

ALEXANDER, WILLIAM E.
Educational Planning

ALVI, SABIR A.
Measurement and Evaluation

ANDREWS, JOHN H. M.
Educational Administration

BARIK, HENRI C.*
Curriculum

BECK, CLIVE M.
History and Philosophy of Education

BEREITER, CARL
Applied Psychology

BHARGAVA, RAGHU P.
Measurement and Evaluation

BOCK, J. CARSON†
Applied Psychology

BOWLES, RICHARD P.*
Curriculum

BREHAUT, WILLARD
History and Philosophy of Education

BRENT, EDMUND
Curriculum

BRISON, DAVID W.
Applied Psychology

BROWN, ALAN F.
Educational Administration

BRUNDAGE, DONALD H.
Adult Education

BURRILL, DONALD F.
Measurement and Evaluation

CALLAWAY, WEBSTER R.
Special Education

CAMPBELL, DOUGLAS C.
Curriculum

CAPLAN, GERALD L.
History and Philosophy of Education

CARLOW, CHESTER D.
Curriculum

CHRISTENSEN, CLIFFORD M.
Applied Psychology

CHRISTIE, TASSO
Adult Education

CHURCHILL, STACY
Computer Applications

CISTONE, PETER J.
Educational Administration

CONNELLY, F. MICHAEL
Curriculum

CRAWFORD, DOUGLAS*
Computer Applications

CRESSY, GORDON
Sociology in Education

CRITTENDEN, BRIAN S.
History and Philosophy of Education

CROFT, JOHN C.
Educational Administration

DAVIDSON, IAIN
Special Education

DAVIS, JOHN E.
Educational Administration

D'OYLEY, VINCENT R.
Educational Planning

DRAPER, JAMES A.
Adult Education

DURELL, A. BRIAN
Computer Applications

EFFRAT, ANDREW
Sociology in Education

EISENBERG, JOHN A.
History and Philosophy of Education

ELLIS, M. DORMER
Adult Education

EVEN, ALEXANDER
Measurement and Evaluation

FARQUHAR, ROBIN H.
Educational Administration

FARRELL, JOSEPH P.
Educational Planning

FLAHERTY, M. JOSEPHINE
Adult Education

FLEMING, W. GERALD
Measurement and Evaluation

FLOWER, GEORGE E.
Educational Administration

FOTHERINGHAM, JOHN B.
Special Education

FOWLER, WILLIAM
Applied Psychology

FRIEDMAN, RONALD J.
Applied Psychology

FULLAN, MICHAEL
Sociology in Education

GAMLIN, PETER
Applied Psychology

GARBER, MALCOLM
Special Education

GARRY, RALPH
Curriculum

GRAHAM, DONALD M.*
Educational Administration

GREENFIELD, T. BARR
Educational Administration

GRIFFIN, VIRGINIA R.
Adult Education

GUTTMAN, MARY A. JULIUS
Applied Psychology

HANDA, MADAN L.
Educational Planning

HANSEN, BERTRAND L.
Higher Education

HARRIS, ROBERT C.
Applied Psychology

HARRIS, ROBIN S.
Higher Education

HARVEY, EDWARD B.
Sociology in Education

HENDERSON, S. B. KENT
Applied Psychology

HERBERT, JOHN
Curriculum

HICKCOX, EDWARD S.
Educational Administration

HOCKLEY, JAMES S.
History and Philosophy of Education

HOLLAND, JOHN W.
Educational Planning

HOPWOOD, ERIC W.*
Special Education

HORN, DOROTHY M.
Measurement and Evaluation

HOUSE, JOHN H.
Educational Administration

HUFF, ELMER E.*
Applied Psychology

HUMPHREYS, EDWARD H.
Educational Planning

HUNT, DAVID
Applied Psychology

HUSTON, HAROLD W.
Adult Education

JACKSON, ROBERT W. B.
Computer Applications

JACOBS, MICHAEL†
Applied Psychology

KATZ, MICHAEL B.
History and Philosophy of Education

KEILLOR, DONALD*
Special Education

KERSHNER, JOHN R.
Special Education

KHAN, SAR B.
Measurement and Evaluation

KIDD, J. ROBY
Adult Education

KOTHARE, UMESH*
Applied Psychology

LAWTON, STEPHEN B.
Educational Administration

LAXER, ROBERT M.
Applied Psychology

LAZAR, LEO*
Special Education

LEITHWOOD, KENNETH
Curriculum

LEVENSTON, EDWARD A.*
Curriculum

LEVIN, MALCOLM A.
Educational Administration

LIVINGSTONE, DAVID W.
Sociology in Education

MACDONALD, JOHN B.
Higher Education

MACHRY, JOHN†
Applied Psychology

MACLEOD, BETTY B.
Educational Planning

MAIDMAN, FRANK V.
Sociology in Education

MASEMANN, VANDRA L.
Sociology in Education

MCDIARMID, GARNET L.
Curriculum

MCDONALD, RODERICK P.
Measurement and Evaluation

MCINNES, JOHN A.
Curriculum

MCLACHLAN, JOHN†
Applied Psychology

MCLEAN, LESLIE D.
Computer Applications

MCLEAN, ROBERT S.
Computer Applications

MIEZITIS, SOLVEIGA
Applied Psychology

MUSELLA, DONALD F.
Educational Administration

MYERS, DOUGLAS
History and Philosophy of Education

NARROL, HARVEY G.
Applied Psychology

NISHISATO, SHIZUHIKO
Measurement and Evaluation

NOLLE, DAVID B.
Sociology in Education

NOWAKOWSKI, VERA M.*
Curriculum

O'BRYAN, KENNETH G.
Applied Psychology

OGSTON, DONALD G.
Applied Psychology

OLIVIER, WILLIAM P.
Computer Applications

OLSEN, E. CHRISTOPHER
History and Philosophy of Education

OLSON, DAVID R.
Applied Psychology

PADRO, SUSAN
Educational Planning

PAITICH, DANIEL†
Applied Psychology

PALEF, SANDRA R.
Applied Psychology

PASS, LARRY E.
Applied Psychology

PIERCE, RICHARD*
Computer Applications

PITT, CLIFFORD C.
Applied Psychology

PROUD, DONALD W.†
Applied Psychology

PRUETER, KENNETH F.
Curriculum

QUARTER, JACK
Applied Psychology

QUAZI, SAEED*
Educational Planning

RAGSDALE, RONALD G.
Computer Applications

RAINSBERRY, FREDERICK B.
Curriculum

RAWSON, HILDRED
Curriculum

REGAN, ELLEN M.
Curriculum

REISMAN, SOREL
Computer Applications

RENNER, VIVIAN
Applied Psychology

RIDEOUT, E. BROCK
Educational Administration

RIDGE, F. GERALD*
Educational Planning

RIFFEL, PIUS†
Applied Psychology

ROBBINS, MELVYN P.
Educational Administration

ROBERTS, DOUGLAS A.
Curriculum

ROBINSON, FLOYD G.
Curriculum

ROSEN, EDWARD J.*
Special Education

ROTHMAN, ARTHUR I.
Measurement and Evaluation

RUSSELL, HOWARD H.
Curriculum

RYAN, DORIS W.
Educational Administration

SCOTT, J. GLENN
Educational Administration

SELINGER, ALPHONSE D.
Educational Administration

SHEFFIELD, EDWARD F.
Higher Education

SHIPE, DOROTHY
Special Education

SILVER, HARVEY A.*
Adult Education

SILVERMAN, HARRY
Special Education

SILVERS, RONALD J.
Sociology in Education

SIMON, ROGER I.
Educational Administration

SKOLNIK, MICHAEL L.
Educational Planning

SMITH, FRANK
Curriculum

STERN, HANS H.
Curriculum

STINSON, ROBERT H.
Curriculum

SULLIVAN, EDMUND V.
Applied Psychology

SWAIN, MERRILL K.*
Curriculum

THOMAS, ALAN M.
Adult Education

TOUGH, ALLEN M.
Adult Education

TRACZ, GEORGE S.
Educational Planning

TRAUB, ROSS E.
Measurement and Evaluation

TRIEGER, SEYMOUR*
Curriculum

TROPER, HAROLD M.
History and Philosophy of Education

TUCK, JAMES A.*
Special Education

WAHLSTROM, MERLIN W.
Measurement and Evaluation

WATSON, CICELY
Educational Planning

WEES, WILFRED
Curriculum

WEININGER, OTTO
Applied Psychology

WEISER, JOHN C.
Applied Psychology

WEISS, JOEL
Curriculum

WELLMER, ALBRECHT
History and Philosophy of Education

WEST, W. GORDON
Sociology in Education

WIGNEY, TREVOR J.
History and Philosophy of Education

WILLIAMS, THOMAS R.
Educational Administration

WILSON, DAVID N.
Educational Planning

WILSON, HILTON*
Curriculum

WINCHESTER, IAN
History and Philosophy of Education

WOLFGANG, AARON
Applied Psychology

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* Associated Instructor
† Counseling Internship Supervisor

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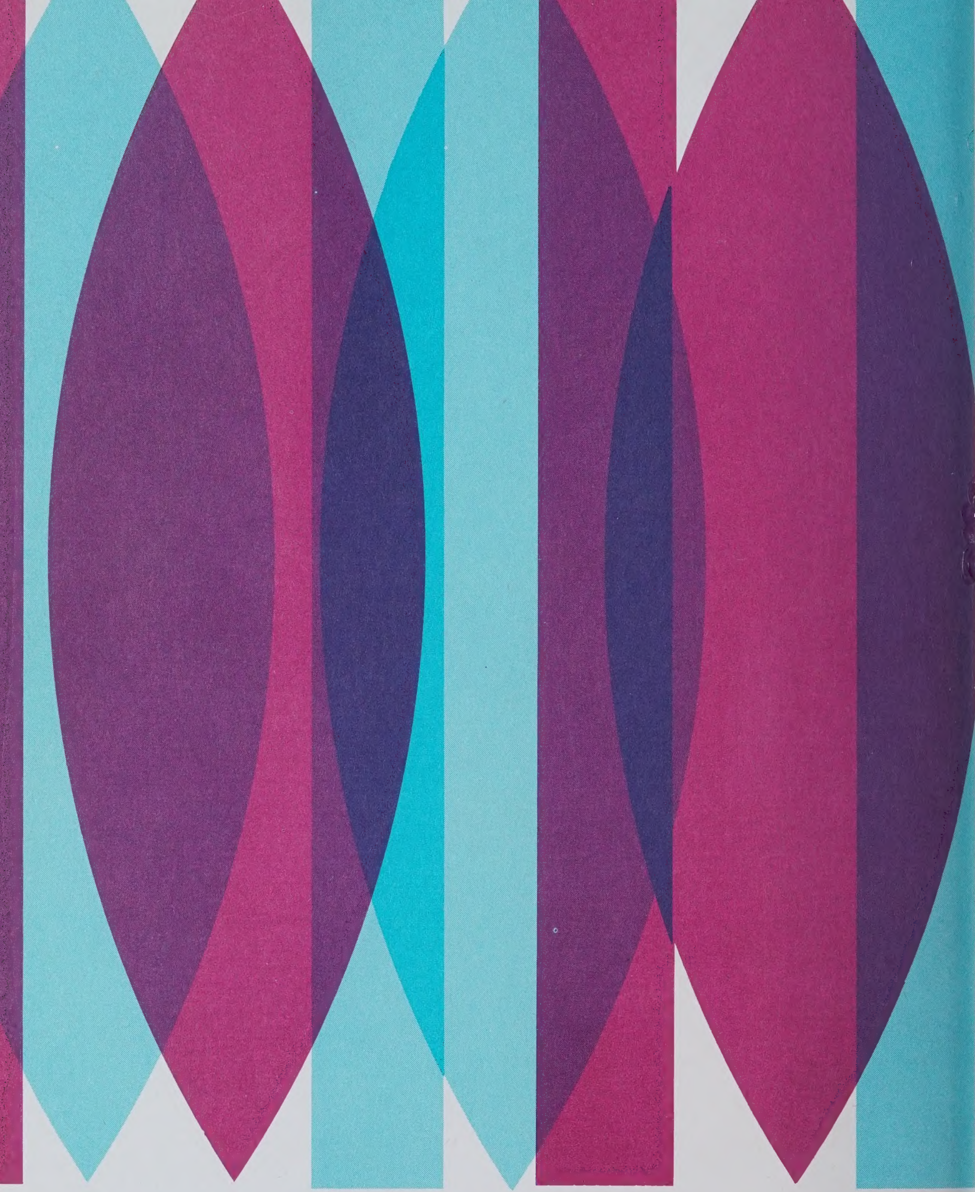

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History and Philosophy of Education, *8*
Measurement and Evaluation, *8*
Sociology in Education, *6*
Special Education, *4*

Ruth Dikran

OISE BULLETIN 1974/75

Graduate Degrees in Education
University of Toronto/The Ontario Institute
for Studies in Education

OISE Bulletin 1974/75

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

The student should bring this Bulletin when he registers. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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1974

JANUARY

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1975

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Academic Calendar

1974

February 1	Final date for submitting applications for Student Financial Awards
February 15	Deadline for course changes in second half-year
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for receiving Application for Admission forms for the 1974 Summer Session
March 15	Final date for receiving Application for Admission forms for the 1974/75 Regular Session (full-time students only)
	Note: Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Award applications, as a considerable number of student places will have been taken with the disposition of these awards.
April 5	Last day of lectures, Regular Session
April 8-11	Examinations, Regular Session
April 12	Good Friday (offices closed)
April 15	Easter Monday (offices closed)
April 26*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at Spring Convocation
May 1	Application for Admission forms for the 1974/75 Regular Session available from this date (part-time students only)
May 6†	Deadline for final oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 20	Victoria Day (offices closed)
May 31	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
June	Spring Convocation
June 10	Final date for receiving Application for Admission forms for the

March 21-27 Midwinter Break

	1974/75 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1974/75 Regular Session. Maximum enrollment may be reached in some classes before this date.
July 1	Official commencement of the University year
July 1	Dominion Day (offices closed)
July 2	Summer Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for M through Z
July 3	First day of lectures, Summer Session
July 5	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged.
July 15	Deadline for course changes in Summer Session
August 5	Civic Holiday (offices closed, classes canceled)
August 9	Last day of lectures, Summer Session
August 12, 13	Examinations, Summer Session
September 2	Labour Day (offices closed)
September 9	Regular Session Registration, 10:00 a.m. to 1:00 p.m. (full-time students only)
September 14	Regular Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for M through Z (part-time students only)
September 16	Lectures begin
September 17	Fees: Any student registered in the Regular Session whose fees are not received at the Comptroller's Office by this date must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20.
October 11*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at Fall Convocation
October 14	Thanksgiving Day (offices closed, classes canceled)
October 24*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles

October 25†	Deadline for final oral examinations for Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 1	Fees: If fees for the Regular Session remain unpaid as of this date, the student will be considered as having withdrawn.
November 15	Deadline for course changes in first half-year
December 13	Last day of lectures of first half-year courses
December 16, 17	Examinations in courses completed in the first half-year of the Regular Session

1975

January 6	Courses for the second half-year of the Regular Session begin
January 15	Final installment of M.A. and Ph.D. fees (without further notice)
January 24*	Final date for students who hold dual registration as candidates for both master's and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 24*	Final date for reclassification of Special Students to degree candidacy
January 24*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at the February meeting of the Governing Council
January 31†	Deadline for final oral examinations for Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting applications for Student Financial Awards
February 15	Deadline for course changes in second half-year
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for receiving Application for Admission forms for the 1975 Summer Session
March 15	Final date for receiving Application for Admission forms for the 1975/76 Regular Session (full-time students only) *Note:* Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student

	Financial Award applications, as a considerable number of student places will have been taken with the disposition of these awards.
March ~~17-21~~ 21-27	Midwinter break in the Ontario school system (OISE classes canceled)
March 28	Good Friday (offices closed, classes canceled)
March 31	Easter Monday (offices closed, classes canceled)
April 11	Last day of lectures, Regular Session
April 14-17	Examinations, Regular Session
April 26*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at Spring Convocation
May 1	Application for Admission forms for the 1975/76 Regular Session available from this date (part-time students only)
May 5†	Deadline for final oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 19	Victoria Day (offices closed)
May 30	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
June	Spring Convocation
June 10	Final date for receiving Application for Admission forms for the 1975/76 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1975/76 Regular Session. Maximum enrollment may be reached in some classes before this date.

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* The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date. This allows for processing and forwarding the necessary documentation.

† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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Department Chairmen

ALAN M. THOMAS, *Ph.D.*
Adult Education

CLIFFORD M. CHRISTENSEN, *Ph.D.*
Applied Psychology
LESLIE D. MCLEAN, *Ph.D.*
Computer Applications
F. MICHAEL CONNELLY, *Ph.D.*
Curriculum
THOMAS R. WILLIAMS, *Ph.D.*
(Acting Chairman)
Educational Administration
JOSEPH P. FARRELL, *Ph.D.*
Educational Planning
TREVOR J. WIGNEY, *Ed.M.*
History and Philosophy of Education
SHIZUHIKO NISHISATO, *Ph.D.*
Measurement and Evaluation
EDWARD B. HARVEY, *Ph.D.*
Sociology in Education
HARRY SILVERMAN, *Ph.D.*
Special Education

Division Heads

JOHN R. MAIN, *B.Ed.*
Head, Editorial
HARRY SILVERMAN, *Ph.D.*
Director, Educational Clinic
ALAN G. MARTIN, *C.A.*
Superintendent, Finance
RONALD REA
Acting Superintendent,
Internal Services
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

Field Development Centre Heads

H. HOWARD RUSSELL, *Ed.D.*
Acting Head,
OISE Midnorthern Centre
JOHN DAVIS, *Ph.D.*
OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
OISE Niagara Centre
DONALD DUFRESNE, *M.Ed.*
(Administrative Head)
OISE Northeastern Centre
JOHN A. MCKEOWN, *B.A.*
(Administrative Head)
OISE Northwestern Centre
DAVID S. IRELAND, *Ph.D.*
Assistant Professor
OISE Ottawa Valley Centre
(Head to be appointed)
KENNETH A. LEITHWOOD, *Ph.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is charged with responsibilities both as a graduate school of education and as a research and development institute in the field of education, including activities for the dissemination of the results of educational studies. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the center of Toronto within the confines of the University campus. Toronto is an international city, with a population of over two million. The University of Toronto is the largest in Canada, attracting students — especially at the graduate level — from all over the world. The air-conditioned OISE building provides extensive teaching, research, office, auditorium, and conference spaces. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the new Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6,000 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrollment numbers about 490, of whom more than half are candidates for doctoral degrees.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up six standing committees to recommend to it policy in the areas of budget, graduate studies, research and development, media and communications, administrative services, and field development. Of most direct relevance to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, plus five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

   Office of the Coordinator of
   Graduate Studies, OISE,
   252 Bloor St. W.,
   Toronto, Ontario M5S 1V6,

   addressing this request, according to the proposed field of specialization, to the advisor indicated below:

   Professor Sabir A. Alvi
   - Applied Psychology
   - Measurement and Evaluation
   - Special Education

   Professor Donald H. Brundage
   - Adult Education
   - Higher Education
   - Sociology in Education
   - Interdepartmental

   Professor Stephen B. Lawton
   - Computer Applications
   - Curriculum
   - Educational Administration
   - Educational Planning

   Professor J. Glenn Scott
   - History and Philosophy of Education

2. Requests for evaluation of admissibility should be accompanied by the following:

   (*a*) *three* official transcripts, bearing marks attained, of all undergraduate and graduate study to date;

   (*b*) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;

   (*c*) a score on the Miller Analogies Test (both master's and doctoral candidates);

   (*d*) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);

(*e*) two letters of reference to support the application: use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from the advisors referred to under (1) above;

(*f*) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(*g*) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 7.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 12 to 14). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment under (1) above in such cases.
4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. At the same time, the Institute will ask the School of Graduate Studies to send the student a set of School of Graduate Studies Application for Admission forms. These, together with an application fee of $10 (Canadian funds), should be returned *not* to the Institute, but to:

   The Secretary,
   School of Graduate Studies,
   University of Toronto,
   65 St. George St.,
   Toronto, Ontario M5S 1A1
5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility.
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs must be submitted not later than March 15 for registration in both the 1974 Summer Session and the 1974/75 Regular Session, which starts in September. Applications received after March 15 will be considered only under very exceptional circumstances.

An M.A. candidate wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If a student is unable to attend the session for which he has been accepted, but wishes to postpone his acceptance to a later session, he must reapply and compete again with all other applicants for the later session.

Note: Applicants for the Regular Session are urged to submit their applications by February 1, the date for receipt of Student Financial Award applications, since a considerable number of student places will be awarded with the disposition of Student Financial Awards.

M.ED. AND ED.D. CANDIDATES

Full-time M.Ed. and Ed.D.
Applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading "M.A. and Ph.D. Candidates." Potential Ed.D. applicants wishing an assessment of admissibility should follow these procedures also. The application forms for the 1974 Summer Session will be available February 15 and must be submitted not later than *March 15.* The deadline for submission of applications for the 1974/75 Regular Session is also *March 15.* (But see "Note" at the end of the preceding section regarding Student Financial Awards.)

Part-time M.Ed.: All inquiries pertaining to part-time M.Ed. study and requests for Application for Admission forms should be addressed to:

Miss M. Hambly,
Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor St. W.,
Toronto, Ontario M5S 1V6

The completed forms should be returned to the Office of the Coordinator of Graduate Studies.

The forms for the 1974 Summer Session will be available February 15 and must be returned before *March 15.*

The forms for the 1974/75 Regular Session for part-time students (daytime and after-hours) will be available the first week in May and must be submitted before *June 10.* (This date is absolutely final for courses to be taken in the second half-year, beginning in January, as well as for those to be taken in the first half-year.)

Part-time M.Ed. applicants are only required to submit items as outlined on pages 3 and 4 under number 2(a), (b), (e), (f), and (g); but in the case of (e), no official forms are needed. Educational Administration and Curriculum require 2(c) in addition to the above. Please refer to the departmental sections for possible further documentation.

Special Students cannot receive degree credit for courses taken under this category.

REGISTRATION

Student registration will take place as follows:

FOR THE 1974 SUMMER SESSION:

Tuesday, July 2, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for M through Z.

FOR THE 1974/75 REGULAR SESSION:

DAYTIME STUDENTS

Monday, September 9, at OISE, from 10:00 a.m. to 1:00 p.m.

AFTER-HOURS STUDENTS

Saturday, September 14, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for M through Z.

STUDY IN SUMMER SESSION

While March 15 is the last date for receiving applications for enrollment in the Summer Session, students would be well advised to enroll before that date since enrollment in most classes is limited. On this account, February 15 to March 15 has been established as a period of advanced enrollment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations, which will be held at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the fall by the deadlines they set. Final grades will be mailed to students as early in December as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1974/75 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one half-course. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. Where a student has permission to undertake two half-courses, it should be noted that the following patterns of study would be possible: (*a*) one half-course in each of the two half-years; (*b*) two half-courses that are offered for the full year; (*c*) one full course that is offered for the full year; or (*d*) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second half-year.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-years of the 1974/75 Regular Session.

OFF-CAMPUS COURSES

Beginning with the 1972 Summer Session and continuing with succeeding Regular Sessions, OISE has offered a number of sections of certain courses leading to the existing University of Toronto degree of Master of Education at six off-campus locations: Kitchener, North Bay, Sault Ste. Marie, Sudbury, Timmins, and Windsor. In addition, two special sections of existing courses were offered at Peterborough during the 1972 Summer Session.

It must be noted that all of the course requirements for the M.Ed. degree cannot be completed through off-campus study; it is our hope, however, that these opportunities for study away from the University of Toronto campus will make it possible for students located at some distance from Toronto to more readily undertake graduate studies in Education.

For details and plans concerning the courses likely to be offered at the six existing off-campus centers during the 1974 Summer Session and the 1974/75 Regular Session, please consult the sections of this Bulletin for the Departments of Adult Education, Curriculum, Educational Administration, Measurement and Evaluation, and Sociology in Education.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must pass satisfactorily an English language test. This must be done before students leave for the University of Toronto. Acceptable tests are available, for students whose admission has been recommended, from either of the following:

- English Language Institute,
  University of Michigan,
  Ann Arbor, Michigan 48104, U.S.A.
- TOEFL, Educational Testing
  Service, Princeton, New Jersey
  08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly in English, evidence of an applicant's proficiency, presented by one of his university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

All full-time students whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit Miller Analogies Test scores when applying for admission or financial assistance. Applicants for admission to the part-time program in some fields of specialization may also be required to submit MAT scores.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Office of the Coordinator of Graduate Studies, OISE, or from the MAT Officer, Department of Measurement and Evaluation, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested.

A fee of $6.25 is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to The Ontario Institute for Studies in Education.

Only those who have applied, or are planning to apply, for admission to The Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times:

1974		
January 19	Saturday	2:00 p.m.
January 24	Thursday	6:15 p.m.
February 2	Saturday	2:00 p.m.
February 12	Tuesday	2:00 p.m.
February 23	Saturday	2:00 p.m.
March 20	Wednesday	2:00 p.m.
March 21	Thursday	2:00 p.m.
April 4	Thursday	6:15 p.m.
May 14	Tuesday	2:00 p.m.
July 23	Tuesday	9:30 a.m.
July 25	Thursday	2:00 p.m.
August 7	Wednesday	5:00 p.m.
(1974)		
October 12	Saturday	2:00 p.m.
November 16	Saturday	2:00 p.m.
November 27	Wednesday	2:00 p.m.
December 7	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 928-3401), for permission to take this test. The cost of writing this test at the University of Toronto is $6.25 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates (with the possible exception of some Ed.D. candidates, see page 26) whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance.

The Graduate Record Examinations are administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE Information Bulletin 1973-74*. The *GRE Bulletin* also contains information about the nature of the tests, arrangements for taking them, and score reporting procedures. Copies of the *GRE Bulletin* may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540, U.S.A. A registration form and return envelope accompany each *GRE Bulletin*. The completed registration form must be received by ETS approximately four weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is $10 (U.S.).

EXAMINATIONS AND GRADES

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(*a*) The grading system will have a primary classification consisting of A, B, and F. The following meaning is attached to each primary classification:

A – original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B – good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F – glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(*b*) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and — to signify a grading within each class from high to low, and will assign letter grades of A+, A, A−, B+, B, B−, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A−	7 points
B+	6 points
B	5 points
B−	4 points

A course designated with a Z indicates that it will be given a Pass/Fail grade.

COURSE CHANGES IN STUDENT PROGRAMS

The deadlines beyond which courses cannot be changed are November 15 for first half-year courses and courses running all year, February 15 for second half-year courses, and July 15 for Summer Session courses. If a course is dropped after these dates it will remain on the transcript as an "Incomplete." There can be no changes — additions, deletions, substitutions — after the above dates. An incomplete grade can only be removed by a passing mark or an "F" (failure) assigned to that course. If a student has a number of incomplete courses he must add others to fulfill the degree requirements.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 65 St. George St., Toronto, Ontario M5S 1A1 (telephone: 928-2383). A fee of $1 is charged and 25¢ for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. Payment must be by certified cheque, money order, or personal cheque, in Canadian funds, made out to the University of Toronto. Fees should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed below, are subject to change by the Governing Council of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students – M.Ed., M.A., Ed.D., Ph.D., and Special Students – $630. This fee includes:

Academic fees	$585
Health Service	$ 12
Graduate Students' Union	$ 13
Hart House	$ 20

Full-time M.Ed. Students

In the case of the students accepted into a regular eight half-course M.Ed. program, the academic fee of $585 is divided into two parts, $435 for the Regular Session and $150 (plus a Student Activity Fee of $5) for the Summer Session.

In the case of students accepted into a ten half-course M.Ed. program, the academic fee of $585 will be augmented by the cost of two additional half-courses plus required incidental fees.

It should be noted that regardless of the pattern of undertaking courses the full academic fee for either the eight half-course or the ten half-course M.Ed. program will be levied.

Full-time M.A. and Ph.D. Students

For an M.A. or Ph.D. student whose program includes a Summer Session following the Regular Session, no additional fee for Summer Session is required beyond the fee of $630 paid for the academic session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, $155 (including a Student Activity Fee of $5) for the Summer Session and $435 for the Regular Session.

Dual Registration Fee for M.A. and Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $150 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A., Ed.D., and Ph.D. Candidates

M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

PART-TIME STUDENTS

One graduate course (including required incidental fees of $25)	$175.00

Each additional course	$150.00
One half-course (including required incidental fees of $12.50)	$ 87.50

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5)	$ 80
Two half-courses (including Student Activity Fee of $5)	$155

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 17, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 6 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

For M.Ed. candidates, rebate of fees, if any, will be determined by the date of receipt of notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

The Ontario Institute for Studies in Education offers student financial awards to support programs of full-time graduate study.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of his OISE home department.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, addressing this request, according to the proposed field of specialization, to the appropriate advisor indicated on page 3. Completed applications should be submitted before February 1, 1974.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Information concerning the Ontario Graduate Scholarship Program for 1975/76 was not available at the time of printing this Bulletin. However, the following description of the program for 1974/75 is provided as a guide for the interested student.

Ontario Graduate Scholarships were available to students with a high level of academic achievement. A Scholar received $800 per term, plus tuition and allowable incidental fees. Awards were intended primarily for Canadian citizens, with preference given to

Ontario residents. Application forms were available from the Office of the Coordinator of Graduate Studies, OISE, and from the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 1C6. Deadline for submitting applications was December 1, 1973 for the 1974/75 academic year.

For up-to-date information, it is recommended that potential applicants contact one of the above offices in late October, 1974.

CANADA COUNCIL AWARDS

Canada Council awards in the humanities and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $5,000 for individuals who fall into the Council's "teacher" category in the early stages of a doctoral program and up to $6,000 after completion of the first two years of such a program.

Application forms are available as follows:

(*a*) for students currently enrolled in a graduate program: their OISE home department. Closing date announced by home department in the fall;

(*b*) for renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario K1P 5V8. Closing date is January 15 for the following academic year;

(*c*) for new full-time students: as in (*b*) above, except closing date is December 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $6,000 each for advanced graduate study in education. The first, The Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS – $5,000

The Ontario English Catholic Teachers' Association has in the past offered two scholarships for graduate study in the amount of $5,000 each. These awards were available to statutory or voluntary members in good standing with the Association.

The Association found it necessary to discontinue this program for the 1973/74 academic year but has every expectation of reinstating the scholarship plan for 1974/75 and succeeding years.

For further information please contact the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. In the past applications have had to be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $8,500 payable over two years to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Awards provide up to $4,000 to assist members in financing post-graduate studies leading to a master's degree in educational studies. Candidates for the awards must be voluntary or statutory members of OPSMTF.

For more information and application forms contact the OPSMTF Scholarship Committee, Ontario Public School Men Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B7.

Applications, including transcripts and other relevant materials, must be submitted by February 28.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling $18,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B9. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP – $2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to $3,800. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

LIBRARY

The Institute Library houses a collection of 300,000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 3,500 serial titles are available. There are complete holdings of such document series as ERIC on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

The Instructional Materials Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multi-media formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers, typewriters, and a calculator are available.

A Library Guide is distributed to all students at registration; the Circulation staff is available to explain loan, renewal, and reserve procedures.

Guides to special services and parts of the collection are issued and updated periodically. Special orientation classes for special topics, parts of the collection, and/or special services may be arranged through the course instructor and the Librarian for Public Services.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections.

AUDIOVISUAL EQUIPMENT

OISE's Media Services offers a variety of Audiovisual Equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit room N412 or call ext. 525.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, or in interaction with adults. These facilities include observation rooms, audio-recording and closed-circuit television equipment. The clinic is used for research (e.g., the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (e.g., the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes. The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides statistical and data management packages as well as programming consultation; custom programming is provided on a standard charge-back basis. Computer facilities include access via high-speed cardreader printer terminals to a Univac 1108, an IBM 370/158, and access via teletypes and typewriter terminals to various time-sharing services. Other facilities can be provided as the need arises. Informal courses in programming are offered.

The Department of Computer Applications operates two time-sharing computers, the Digital Equipment Corporation TSS/9 and TSS/8. The TSS/8 is linked directly to a DEC PDP-10 at the National Research Council laboratories in Ottawa. These are used for research and development in computer systems for education, student programming, computer-based instruction, and man-machine interface design. All systems are available to qualified users anywhere in OISE for work on approved projects.

EDITORIAL DIVISION

The Editorial Division serves the publication interests of OISE. Formal publications and informal material are submitted to the Editorial Division for editing, artwork, production, and promotion. The Division also provides assistance to staff and students on matters concerning OISE style and spelling, and preparation of manuscripts for publication.

OISE CAREER SERVICES

OISE Career Services is a program of career counseling and placement operated by the Office of the Coordinator of Graduate Studies. It offers the student program counseling from a career viewpoint and employment information of specific relevance to the career aspirations of those enrolled at OISE. In the Office of Career Services, Room S1060, the student will find résumé guidance; listings of part-time, summer, and permanent jobs; listings of potential employers, with descriptions of the professional qualifications they require; listings of possible practicum and internship settings; and a personal counseling service. Students are encouraged to register with OISE Career Services early in their graduate program so that employment information may be brought to their attention.

Students also interested in employment outside the field of education are encouraged to register at the same time with University of Toronto Career Counselling and Placement Centre.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th floor, is an organization for individual and group career counseling and vocational counseling. It will assist the student in securing summer, part-time, temporary, and permanent employment, and provide information about employment openings in many areas. All students should feel free to discuss their employment problems with the Centre's career counselors.

Another activity of the Career Counselling and Placement Centre is the Graduate Students' Appointments Registry. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments. A list of known vacancies is also available.

LIVING ACCOMMODATION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $1,200. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

A listing of residences is provided on page 18.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

HART HOUSE

All full-time University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many

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Residence / Address / Apply to:

Men:

Devonshire House,* 3 Devonshire Place. Dean of Men 928-2515
Trinity College, Hoskin Ave. Secretary 928-8680
Wycliffe College,† Hoskin Ave. Dean of Residence 922-7153
St. George Graduate Residence, 321 Bloor St. W. Secretary 928-4885
New College,* 21 Classic Ave. Dean of Men 928-2464
Massey College, Devonshire Place. Secretary 928-2890
St. Michael's College,* 50 St. Joseph St. Dean of Men 921-3151
Knox College,† 59 St. George St. Principal 923-7809

Women:

St. George Graduate Residence, 321 Bloor St. W. Secretary 928-4885
Whitney Hall, 85 St. George St. Dean of Women 928-2530

Married Students' Accommodation; Co-operative Residences:

Charles-Yonge Married Student Apts., 30 Charles St. W. & 35 Charles St. W.
University Housing Service, 49 St. George St. 928-2542
Campus Co-operative Residence, Inc., 395 Huron St. 964-1961
Tartu, 310 Bloor St. W. Manager 925-4747

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* Available in the summer only.

† Available in the winter only.

Note: All addresses for application are in the Toronto postal area.

rooms as well as the Farm in the Caledon Hills. The House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 928-5361.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students through both clinical and infirmary services. Psychiatric advice is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave., Toronto, Ontario M5S 1A1.

Students from outside of Ontario, as well as from outside of Canada, are advised to apply for medical and hospital insurance as soon as they arrive in the province. Full details of available coverage can be obtained from the Health Service.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad, and to meet their special needs. On the one hand, it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honor and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Of special interest will be the OISE North York SHARE Program, which is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students, and Miss Inez Elliston administers the SHARE Program. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Mr. Eric McKee is its director, and Miss Elizabeth Patterson is Foreign Student

Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be sent to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

1) to coordinate the governmental activities of students in the various departments of the Institute, the Institute Assembly, its Standing Committees, and any Ad Hoc Committees.

2) to promote and maintain communication between OISE students and OISE administration.

3) to act as a representative of OISE students, or any one of them, on all matters in which representation may be in the interests of such students.

4) to promote and maintain responsible student government at OISE.

5) to initiate, sponsor, coordinate, and promote athletic, cultural, and social events in which OISE students may be interested.

6) to promote the welfare and interests of the individuals registered as full-time, part-time, or special students at OISE.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (local 728) or drop by the Association's office located in S1060.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic make up courses at the undergraduate level before gaining admission to graduate study.

For detailed instructions regarding application and registration procedures, see pages 3 to 9.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1700X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1700X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INTERDEPARTMENTAL AND SPECIAL PURPOSE PROGRAMS IN EDUCATIONAL THEORY

In most cases the student will find a program suited to his particular needs and interests within the extensive range of specialized degree programs, which are detailed in the departmental sections of this Bulletin. In addition, however, there are several arrangements designed to provide still greater flexibility for the individual student in meeting his special needs within the total context of Educational Theory.

Specialized degree programs include some freedom for the student to work out, with his advisor, an individualized program around the particular scholarly interest or problem area of central concern to him. Specialized degree programs include options that may be taken in other departments.

A highly individualized program may be developed at the M.Ed. level, under the Master of Education for Special Purposes degree (see page 24).

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. D. H. Brundage, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(*a*) A Bachelor of Arts degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(*b*) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(*c*) At least one year of successful professional experience in education.

(*d*) A promising score on the Miller Analogies Test, filed at the time of application for full-time study and for part-time applicants in the Departments of Curriculum and Educational Administration only. See page 7 for particulars.

(*e*) See page 5 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections that follow. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session. (See page 6).

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must reregister and pay any required reregistration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under *Program of Study* which follows, are:

(*a*) A relevant four-year Bachelor of Arts degree from the University of Toronto, or an equivalent degree, with B standing or better in the final year.

(*b*) A promising score on the Miller Analogies Test, filed at the time of application. See page 7.

(*c*) See pages 3 to 5 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent rather than a four-year degree, may be admitted to a two-year M.A. program. For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(*a*) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of a three-year degree, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(*b*) A thesis.

(*c*) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission as an M.A. candidate, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

Note: Recognizing the availability of two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree – M.A. candidacy and M.Ed. candidacy in these two master's degree programs are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy.

DOCTOR OF EDUCATION

The Department of Educational Theory is again enrolling new candidates for the degree of Doctor of Education. This degree is designed to provide opportunities for the development of highly competent personnel for senior professional positions in school systems, colleges, universities, and other educational organizations. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto M.Ed. or M.A. in Educational Theory, or their equivalents, in the field of specialization proposed at the doctoral level.

(*b*) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(*c*) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(*d*) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(*e*) Ordinarily, one year of professional preparation for education.

(*f*) Successful professional experience in education.

(*g*) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis.

(*h*) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(*a*) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Winter term – January through April – in the same session, or the Winter term in one session followed by the Fall term in the next session).

(*b*) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis.

(*c*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation.

(*d*) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*e*) All requirements for the Ed.D. must be completed within six calendar years of first enrollment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto four-year B.A. or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the

second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(*b*) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. These must be filed at the time of application. See pages 7 to 9 for particulars.

(*c*) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(*d*) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had he undertaken an M.A. program in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be taken concurrently with the doctoral program.

(*e*) See pages 3 to 5 for documentation required.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(*a*) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in

Educational Theory or equivalent. It is the firm expectation that these two academic years of full-time resident study be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request were granted, the length of degree candidacy would not be increased.

(*b*) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(*c*) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed as a degree candidate.

(*d*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of research for his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted in October of the final year of required residence, to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 31. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(*e*) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*f*) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(*g*) All requirements for the Ph.D. must be completed within six calendar years of first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DEFINITION OF FULL-TIME STUDY

Credit for academic residence requirements can only be given to full-time students who live close enough to the University of Toronto to participate fully in University activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE Department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the Department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course were only offered commencing in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page v).

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Note: Faculty listed at the beginning of the following departmental sections are as of January 1, 1974.

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Associate Professor and Chairman of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(media evaluation; applications of transactional analysis to education)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(education for family living; design and implementation of programs for community problem-solving participation; research into small-group method of instruction)

LYNN E. DAVIE, *Ph.D (Wisconsin)*
Assistant Professor
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies and internship programs in adult education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement and Evaluation
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

***VIRGINIA R. GRIFFIN,** *Ph.D. (Chicago)*
Assistant Professor
(program-planning behavior of adult educators and situational, belief, and personality factors related to it; processes and models of facilitating adult learning)

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor, cross-appointed from the Higher Education Group, University of Toronto

HAROLD W. HUSTON, *A.M. (Chicago)*
Lecturer
(voluntary educational participation of blue-collar workers in industry and their acquisition of occupational skills)

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams)*
Professor
(comparative studies, associated with colleagues at universities in eight countries developing concepts, testing modes of comparison, preparing readings and course materials)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

EDWARD F. SHEFFIELD, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island) Professor, cross-appointed from the Higher Education Group, University of Toronto*

ALLEN M. TOUGH, *Ph.D. (Chicago) Associate Professor*
(the individual's major change efforts; self-learning)

ASSOCIATED INSTRUCTOR:

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo) Senior Consultant, Ontario Region, Bureau of Staff Development and Training, Public Service Commission*

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with his particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will measure the student's anticipated contribution to the field, and future career goals. Prospective candidates may be requested to meet with a member of the Admissions Committee of the department after filing an application.

Further information about any of the programs can be obtained from the Department of Adult Education.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full-time or part-time student. The program consists of a minimum of six half-courses, at least three of which must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counseling. All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION
(Certificate and M.Ed. in Adult Education students only)

The department is currently offering some sections of existing courses off-campus in the midnorthern region of Ontario (Sudbury and Sault Ste. Marie). The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1974 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in spring for the off-campus courses in the M.Ed. program in the 1974/75 Regular Session.

Off-campus courses that may be of interest to adult educators are available in other regions, through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, in professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1121X	Practicum in Adult Counseling

The following courses are recommended strongly:

1106XQ	Small-Group Experience and Theory
1113X	The Maturation Process and Adult Learning
1119X	The Social and Institutional Context of Adult Counseling
1120X	Foundations of Adult Counseling
1266X	Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that courses and practicums normally require at least two days per week and that many of these courses are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A minimum of six half-courses and a master's thesis are required. The student's program includes at least three half-courses in Adult Education (one of which should be 1103X), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 26 and 27.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied in nature, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a program of courses and thesis project to include work in four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 27 to 29.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152X course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103X. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
Staff, Summer Session; *A. M. Thomas*, Regular Session (after hours)

1101XQ PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of the class, conference, or program in which the chief planner also serves as facilitator or resource person. The course will be used as a planning laboratory; instructor and students will experience and examine shared, evolutionary planning processes.
Staff, Summer Session and Regular Session (after hours)

1101XR PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of institutional programs or curricula in which the chief planner is an administrator or program leader rather than a learning facilitator or resource person. The approach used in the course will generally be Thelen's Group Investigation or Natural Inquiry Model.
V. R. Griffin, Regular Session (after hours)

1103X METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the epistemology of adult education research. Topics will include: the identification of important hypotheses, the relation of knowing to research design, the relation of knowing to research method, and research ethics. The seminar will consist of an appropriate mixture of lectures, individual projects, design problems, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.

Prerequisite: Completion or concurrent enrollment in 1660X or equivalent.
L. E. Davie, Regular Session (daytime)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
Staff, Summer Session; *J. A. Draper*, Regular Session (after hours)

1106XQ SMALL-GROUP EXPERIENCE AND THEORY

An experiential course within a small-group setting, involving emphases on intrapersonal awareness, interpersonal communication skills, group process, and applications to the education of adults.

Prerequisite: Permission of the instructor.
R. M. Laxer, Summer Session and Regular Session (daytime)

1106XR SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups. Participants will have the opportunity to structure learning situations and to engage in participant/observer evaluation of their experiences within these situations.
Staff, Summer Session; *L. E. Davie* and staff, Regular Session (after hours)

1108XZ INDIVIDUAL'S MAJOR EFFORTS TO LEARN, CHANGE, GROW

A comprehensive survey of the ways in which people significantly change themselves or their lives. An analysis of how people manage their major personal change, and the help they need and receive. After a foundation provided by lecture-discussion class sessions, each student will follow an individual program of reading and observation.
A. M. Tough, Regular Session (daytime)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living, and the planning of programs for parent education for family living.

Students will share in the setting of learning objectives for the seminar and be required to participate in the preparation and presentation of

projects related to selected areas of study.
D. H. Brundage, Regular Session (after hours)

1110X BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will focus on alternative teaching models, in terms of basic processes such as creating optimum learning conditions, designing learning activities, and freeing creative learning energies. Participants will experience and experiment with using new models and processes.

Students should have taken 1101X or equivalent as prerequisite, since the course is seen as the design and implementation phases of the planning process.
Staff, Summer Session; *V. R. Griffin*, and staff, Regular Session (after hours and daytime)

1113X THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
Staff, Summer Session; *J. R. Kidd*, Regular Session (after hours)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd, Summer Session and Regular Session (after hours)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114X. Students will apply comparative methods to a range of adult educational problems in a number of selected countries.

Prerequisite: Completion of 1114X and permission of the instructor.
J. R. Kidd, Regular Session (after hours)

1119X THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counseling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counseling, broadly defined, is offered.
R. M. Laxer, Summer Session and Regular Session (daytime)

1120X FOUNDATIONS OF ADULT COUNSELING

An introductory course that explains some of the general concepts and issues in the field of adult counseling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program is designed for general practitioners in adult education.
Staff, Summer Session and Regular Session (after hours)

1121X PRACTICUM IN ADULT COUNSELING

An extended practicum with supervision for students taking 1203 who are enrolled in the Adult Education and Counseling program.
R. M. Laxer, Regular Session (daytime)

1122XZ PRACTICUM IN ADULT EDUCATION

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Each student is the chief designer of his own custom-built program though faculty, student, and field supports are available. May be taken in conjunction with 3122. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.
H. W. Huston, Regular Session (daytime)

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
D. S. Abbey, Summer Session

1125X ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
Staff, Summer Session; *J. A. Draper*, Regular Session (after hours)

1130X SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff, Summer Session

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101X MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for 1974/75 will be announced in the spring, via departmental publications.
Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
A. M. Thomas and staff, Regular Session (after hours)

3107X SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, Regular Session (after hours)

3111 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.
Staff (not offered in 1974/75)

3122 EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122XZ but at a more advanced level.

Prerequisite: Permission of the instructor.
H. W. Huston, Regular Session (daytime)

3123 PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media; study of evaluation methods; application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.

Prerequisites: Permission of the instructional staff. Written application should be made as early as possible. A one- or two-page statement should outline the applicant's background, involvement, and/or responsibilities that relate to media or evaluation, and

should conclude with a brief statement of expectations for the course.
D. S. Abbey, *L. D. McLean*, and *R. Pierce*, Regular Session (daytime)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3152XL INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: SEMINAR IN INSTRUMENT DEVELOPMENT FOR ADULT EDUCATION RESEARCH

The purpose for this group reading course is to stimulate adult education research through the design and adaptation of more powerful measuring instruments. The major activity of the course is to design and execute a research study using instruments adapted from another discipline such as sociology, psychology, mathematics, history, or computer science. It is intended that participants will acquire knowledge and experience in research design, coordination, and implementation as well as instrument design.

Prerequisite: Permission of the instructor.
L. E. Davie, Regular Session (daytime)

3152XQ INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: ADVANCED SEMINAR – BASIC FACILITATING PROCESSES AND MODELS

Collegial seminar for intensive examination of selected issues arising in course 1110X. Includes construction of new models and frameworks for observing, researching, and practicing basic processes of facilitating adult learning in groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisite: Completion of 1110X or equivalent and permission of the instructor.
V. R. Griffin, Regular Session (not offered in 1974/75)

A list of courses of special relevance to adult education, but offered by other departments, is available from the Department of Adult Education.

Applied Psychology

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*CLIFFORD M. CHRISTENSEN, *Ph. D. (Minnesota)*
Professor and Chairman of the Department
(counseling psychology; controlling effects of social stimuli)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, Associate Chairman of the Department and Graduate Studies Academic Secretary, cross-appointed to the Centre for Linguistic Studies, University of Toronto (cognitive development; theory of instruction; psycholinguistics)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

DAVID W. BRISON, *Ed.D. (Illinois)*
Associate Professor, Coordinator of Research and Development Studies
(administration of educational research and development; group problem-solving skills; restructuring of the educational system)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Associate Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

*Please direct inquiries for this department to Professor Clifford M. Christensen

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Assistant Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counseling psychology; career development; group processes; psychology of women)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(personality theory; development and measurement; coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counseling; group processes; school anxieties; workers' education)

J. ALAN LONG, *Ph.D. (Louisiana State)*
Associate Professor and Chief Psychologist, St. Michael's Hospital, Toronto

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; early childhood education; cognitive style and teaching methods; teacher training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Associate Professor
(learning and cognition; eye-movement research; psychology and educational practice; perceptual-motor handicaps)

DONALD G. OGSTON, *Ph.D. (Calgary)*
Assistant Professor
(counseling psychology; observational learning; affective and cognitive concomitants of behavior change)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA R. PALEF, *Ph.D. (Toronto)*
Assistant Professor
(human memory and information processing; improvement of written reports as a method of communication)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counseling psychology)

JACK QUARTER, *Ph.D. (Toronto)*
Assistant Professor
(youth movement; alternative educational systems)

VIVIAN RENNER, *Ph.D. (Alberta)*
Assistant Professor
(development and evaluation of continuing education programs for life satisfaction; group counseling)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Associate Professor
(child development; moral and political ideology and the educational implications; cognition and affect)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counseling psychology; counselor education; process and outcome in counseling)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of new Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Assistant Professor

ASSOCIATED INSTRUCTORS:

RUDOLPH ARNHEIM, *Ph.D. (Berlin)*
Professor Emeritus, Harvard

MARY BLUM, *M.A. (Toronto)*
Director and Chief Psychologist, Hamilton-Wentworth Health Unit

J. DUDECK, *M.A. (George Peabody)*
Coordinator of Behavioral Consultants, Waterloo County Board of Education

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist

EDMUND J. FREEDBERG, *Ph.D. (York)*
Director, Treatment Program for Employed Alcoholics, Addiction Research Foundation

COUNSELING INTERNSHIP SUPERVISORS:

MICHAEL JACOBS, *Ph.D. (Case Western Reserve University)*
Director of the Crisis Intervention Unit, Department of Psychiatry, Toronto East General Hospital

BARBARA LANDAU, *Ph.D. (Michigan)*
Senior Psychologist, Juvenile Family Court Clinic, Ontario

JOHN MACHRY, *Ph.D. (Ottawa)*
Chief Psychologist, C. W. Hincks Treatment Centre

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Psychologist, Donwood Foundation

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

DONALD W. PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Guidance and Counseling
3. School Psychology

General Note:

It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Student Financial Awards with a Graduate Assistantship component. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program for this degree is designed primarily for practitioners who have a concern for the application of psychology to the educational enterprise in general. Eight half-courses are required, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

Students are also expected to attend weekly meetings in the Fall Term at which Educational Psychology staff members describe their research interests.

There are three required departmental courses:

1200X Introduction to Educational Psychology
1235X Research Methods in Educational Psychology (available during summer)
1252X Individual Reading and Research in Applied Psychology

Three additional courses must be selected from the following departmental offerings (equivalent offerings from other divisions and departments may be substituted on approval of the program advisor).

1201X Child and Adolescent Psychology
1204X Introduction to Personality Theory as Applied to Education
1206X Seminar: Learning and Cognitive Processes in Education
1207X Seminar: Motivation in Education
1230X Practicum in Value Education

The remaining two courses may be taken from courses elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to the M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year B.A. degree with concentration in Psychology. Graduates with three-year B.A. degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

In addition to the thesis, the regular M.A. program consists of the following courses:

1226 Selected Problems in Educational Psychology
1227X Practicum in Educational Psychology
1234 Introduction to Psychological Analysis of Educational Problems
1235X Research Methods in Educational Psychology

Residence requirement for the M.A. degree is one year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year B.A. degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 27 to 29, the program for the second and third years presently consists of eight half-courses as follows:

(*a*) A major, consisting of four of the 3200 series seminars from the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology.

(*b*) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(*c*) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

2. GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ministry of Education, Ontario, certificated and experienced teachers in Ontario, who pursue a degree of Master of Education with specialization in Guidance and Counseling, may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular "Routes to School Guidance Certification," obtainable from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Please note: All applications for this program, both Summer Session and Regular Session (part-time and full-time) *must be submitted by March 15.*

In addition to the general requirements detailed on pages 22 to 24, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

(*a*) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(*b*) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201X) and a half-course in educational psychology (1200X).

or

(*c*) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261X. All degree programs consist of a minimum of eight half-courses, regardless of the certificates held. For students who do not wish to obtain an Ontario Guidance Certificate, course 1261X is optional.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1261X	Group Work in Guidance
1266X	Theories of Vocational Development
1611X	Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1204X	Introduction to Personality Theory as Applied to Education
1205X	Individual Intellectual Assessment
1206X	Seminar: Learning and Cognitive Processes in Education
1209X	Seminar: Social Psychology and Education
1217X	Behavior Modification Techniques, with Practicum
1260X	Foundations of Guidance and Counseling
1262X	Organization and Administration of Guidance Services
1267	Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

1284X	Behavior Disorders in Relation to Education
1040X	Administrative Problems 1: The School
1113X	The Maturation Process and Adult Learning
1302X	Innovations in Curriculum and Instruction in the Elementary School
1660X	Introduction to Empirical Research in Education
1666X	Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

For full details of this program, see pages 33 and 34 in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

The Ed.D program in Applied Psychology is designed to develop highly competent persons for leadership in establishing and improving counseling and psychological consulting services in the schools. Graduates of this program will be prepared to assume positions as faculty members in colleges and institutes of education, to work with school systems as directors and coordinators of guidance, and to act as specialists in inservice training and as staff members in agencies offering psychological services. The emphasis of this program is on developing skills in the application of knowledge from theory and research to practical counseling problems.

Departmental Requirements

In addition to the general requirements of Doctor of Education programs stated on pages 26 and 27, the Department of Applied Psychology specifies the following:

(*a*) The applicant must hold an M.Ed. degree with specialization in guidance and counseling from the University of Toronto or an equivalent degree.

(*b*) The applicant must have had successful experience in a position as a counselor or in a related position for a minimum of two years.

In addition, the department will give greater priority to students who intend to enroll as full-time students in the fall of the year following their application. Occasionally, students may be admitted to the Ed.D. program who intend to study part time prior to their year of full-time residence. These cases may be considered by the department depending on the program enrollment.

The Ed.D. program in Applied Psychology necessitates one year of residence at OISE (one academic year of full-time study), plus one year of full-time internship. Normally, Ed.D. students on study leave from their respective school boards may be eligible to return to their previous educational settings provided adequate arrangements can be made for full-time counseling internships. Students who are not returning to educational settings of previous employment may choose to engage in an internship arranged by the department; however, under this arrangement there is no guarantee of full-time employment compensation.

A minimum of eight half-courses are required for the degree; however, additional courses may be required depending upon the particular nature of previous academic study. Six half-courses constitute the maximum load for a full-time student in the Regular Session. The remaining courses could be undertaken either in the previous or in the succeeding Summer Session or on a part-time basis during the following academic years within the time limit for completion of the degree.

Programs are individually designed by the student and his advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the second year and other part-time practica during the regular academic year will be planned to supplement course work, to help students integrate theory with practice, and to provide some specification appropriate to the student's major interest.

Particular emphasis will be placed on the internship experience of the student in the second year. Students will be expected to engage in activities related to their area of specialization such as counseling activities, organizational development work, consulting work, supervisory duties, small-group work, inservice training, and community development work. In fulfilling the requirements of the internship, students will be expected to engage in specified activities under supervision and will be expected to undertake certain projects and seminars.

The Ed.D. thesis will report the results of a study which might address theoretical issues applicable to counseling concerns and practice, or which might focus directly on the exploitation of knowledge to aspects of counseling in educational institutions.

Program of Study for the Ed.D. in Applied Psychology

(*a*) A major, comprising:

3215X	Seminar in Counseling Psychology: Part I
3216X	Seminar in Counseling Psychology: Part II
3217X	Practicum in Counseling Psychology
3218X	Research Seminar in Counseling
3252X	Individual Reading and Research in Applied Psychology: Doctoral Level

Presently this course is to be offered as a special reading course designed for each individual student in accordance with that student's approved course of study in the Ed.D. program in Applied Psychology. This individual reading course should deal with issues in Counselor Education and the Counselor in the Schools. Special attention should be given to developing skills in training counselors, group leaders, consultants, and change agents in the schools. This may be either for a half-course or a full-course credit, depending on arrangements.

(*b*) A minor, comprising two or three courses beyond the major to be chosen by the student in consultation with his advisor. These courses should constitute a minor area of concentration that is closely related to the student's professional skills in counseling.

Suggested minor areas of concentration are:

- Educational Psychology
- School Psychology
- Statistics and Research
- Social Psychology
- Group Processes
- Sociology in Education

(*c*) A one-year supervised internship in counseling to be undertaken during the second year of the program.

(*d*) A doctoral thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in inservice training and as staff members in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships. The latter usually involves at least two full-time paid internships during the summer as well as several part-time internships during the winter.

Programs are individually designed by the student and his advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic years, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

First Academic Year

The program for the academic year normally consists of six half-courses with the following courses strongly recommended:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1215X	Seminar: Group Processes

and a first minor, consisting of two half-courses in either Educational Psychology or School Psychology.

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 27 to 29, the program for the second and third years consists of the following:

(*a*) A major, comprising:

3215X	Seminar in Counseling Psychology: Part I
3216X	Seminar in Counseling Psychology: Part II

3217X Practicum in Counseling Psychology
3218X Research Seminar in Counseling

Plus:

(*b*) 3666X Intermediate Statistics and Research Design, or equivalent

(*c*) A first minor, if not undertaken in the first Ph.D. year of residence in Applied Psychology, generally consists of two half-courses in either Educational Psychology or School Psychology.

(*d*) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

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3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. Graduates with three-year B.A. degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

The program normally requires a minimum residence period of one academic year and one summer.

The following is a list of the normal requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(*a*) The School Consultant Program requires the completion of a minimum of eight half-courses and the submission of a satisfactory master's thesis.

(*b*) The eight half-courses to be selected will comprise a maximum of six required half-courses and a minimum of two half-course options, selected as follows:

- All students are ordinarily required to take 1211, Seminar and Practicum in School Psychology (two half-course credits), and 1216X, Psycho-Educational Appraisal.
- The student must also choose at least two half-courses from the following list, in order to gain theoretical and practical competences in the area of behavior management:

1217X Behavior Modification Techniques, with Practicum. The practicum for this course will usually be arranged within the context of 1211.

1224X Personality and Atypical Behavior in Children

1225X Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1224X.

3217X Practicum in Counseling Psychology

1666X Elements of Statistics. Many students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

The student may fulfill the remainder of his program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which he has the prerequisites, and in which there are places. The student may also choose to take OISE courses outside of the Department of Applied Psychology.

(*c*) There are a few restrictions concerning the choice of optional courses:

- A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.
- Not more than one individually arranged 1252X course may be taken by each student. This is a reading course that student and professor plan together on an individualized basis.
- The student must take at least eight half-courses at OISE but, if his background permits, he may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year B.A. degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of three academic years and four summers. Candidates will ordinarily begin the program in the Summer Session (July–August) prior to the opening of the regular academic year.

The following is a list of the normal course requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year

This is the same as the first year of the M.A. program (School Consultant Option). See pages 50 and 51.

Second and Third Years

(*a*) A major:

3202X Advanced Practicum in School Psychology
3666X Intermediate Statistics and Research Design, to be arranged with advisor

Plus two half-courses from the 3200 series in Applied Psychology.

(*b*) A first minor, to be selected from the following:

COUNSELING:

3215X Seminar in Counseling Psychology: Part I
3216X Seminar in Counseling Psychology: Part II

DIAGNOSTICS AND PSYCHOTHERAPY:

1224X Personality and Atypical Behavior in Children
1225X Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:

1217X Behavior Modification Techniques, with Practicum
1222X Theories of Behavior Modification

LEARNING AND COGNITIVE PROCESSES:

3200X Research Seminar on the Cognitive Processes in Education
3209X Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:

1207X Seminar: Motivation in Education
3212X Seminar in Intrinsic Motivation

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3214X Central Nervous System Information Processing and Children's Learning
3285X Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:

1209X Seminar: Social Psychology and Education
3210X Research Seminar in Social Psychology in Education: Part I

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(*c*) A second minor, consisting of a full course, or two half-courses, taken outside of OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211, Seminar and Practicum in School Psychology. In such cases, course 3202X will be taken in the third year of the program.

Third Year

3205X	Research Methods in School and Community Psychology
3219	Advanced Seminar and Internship in School and Community Psychology. (The supervised internship in a school and/or community setting will require a minimum of three days per week.)

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

A thesis is required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Applied Psychology will accept candidates for this degree only under exceptional circumstances. Before acceptance as a candidate for this degree, a student's program must be approved by the Department of Applied Psychology.

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with his advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff, Summer Session and Regular Session

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.

P. Gamlin, Summer Session and Regular Session

1202X THEORIES AND TECHNIQUES OF COUNSELING

An appraisal of current theories of counseling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.
L. E. Pass and staff, Summer Session and Regular Session

1203 PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with video feedback, followed by closely supervised counseling experience in a school or agency setting.

Prerequisite: 1202X.
M. Guttman, *D. G. Ogston*, *L. E. Pass*, and *V. Renner*, Summer Session and Regular Session

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relation between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as found in three or four of the major contemporary theories – in dynamic theories, cognitive theories, behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.
Staff, Summer Session and Regular Session

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention, memory, thinking, and language.
Staff, Regular Session

1207X SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary theories on motivation, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.
S. B. K. Henderson, Regular Session

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including

studies of psychotherapy and conditioning therapies.
Staff, Regular Session (not offered in 1974/75)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter, Regular Session

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.
R. J. Friedman, *S. Miezitis*, *H. G. Narrol*, and *O. Weininger*, Regular Session

1212X PSYCHOLOGICAL ASPECTS OF COUNSELING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counseling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang, Regular Session

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.
Staff, Regular Session

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
S. Miezitis, Summer Session

1217X BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisites: 1222X, or equivalent, and permission of the instructor.

H. G. Narrol, Regular Session

1222X THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change – including new and traditional, verbal and nonverbal approaches – will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed.

H. G. Narrol, Regular Session

1224X PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and on its amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.

O. Weininger, Regular Session

1225X PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: Permission of the instructor.

R. J. Friedman, Regular Session

1226 SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.

K. G. O'Bryan and staff, Regular Session

1227X PRACTICUM IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study and activity under the direction of a staff member on a topic of special relevance to education that arises in the course of weekly visits to the school.

P. Gamlin and staff, Regular Session

1230X PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., Social Studies, Humanities, Religious Education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructors.

C. Beck and *E. V. Sullivan*, Regular Session

1234 INTRODUCTION TO PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL PROBLEMS

A model is presented for the analysis of educational problems, as to the

effects of educational environments on individual learners in the accomplishment of specific educational objectives. Several selected psychological theories, relevant to education, are considered in relation to this model. Presentations of their current research programs are made by faculty members. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.
K. G. O'Bryan, Regular Session

1235X RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff, Summer Session and Regular Session

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

Philosophical issues related to guidance and counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations. Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the counselor-student relationship is examined.
A. Wolfgang, Summer Session and Regular Session

1261X GROUP WORK IN GUIDANCE

Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
M. Guttman, *V. Renner*, and *A. Wolfgang*, Summer Session and Regular Session

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; inservice training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance-testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X, or Ontario Elementary Guidance Certificate, and 1261X, 1202X, 1203, and 1611X (or equivalent courses).
Staff, Summer Session and Regular Session

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.
Staff, Summer Session and Regular Session

1267 ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisites: 1202X, 1203, and permission of the instructor.
Staff, Summer Session

Research seminars at the doctoral level:

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

This course examines the cognitive processes and their development, memory, perception, thinking, intelligence, and instruction, and the role that an understanding of these processes may play in educational theory and practice.
D. R. Olson, Regular Session

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211.
R. J. Friedman, *S. Miezitis*, *H. G. Narrol*, and *O. Weininger*, Regular Session

3203X PSYCHOLOGICAL DIMENSIONS OF MORAL DEVELOPMENT

The purpose of this course is to introduce the advanced student in educational psychology, school psychology, counseling, philosophy, curriculum, and related disciplines to psychological dimensions within

the area of moral and value development. A variety of theories will be summarized and evaluated (e.g., social-learning, cognitive, developmental, psychological). There will also be discussions concerning the relation of moral issues to contemporary literature. Evaluation of programs in the area of moral education will be considered in the course.
E. V. Sullivan, Regular Session

3204X ETHICAL ISSUES IN COUNSELING AND PSYCHOTHERAPY

This course attempts to analyze the moral and ethical dimensions of the psychotherapeutic and counseling relationship. The first part of the course will cover philosophical and psychological theories that will aid in the analysis of concrete ethical issues. The second part of the course is designed to analyze practical situations in counseling and psychotherapy where potential and real ethical and moral issues exist. This course is geared for professionals in counseling and school psychology and the content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan, Regular Session

3205X RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: 1235X, or equivalent.
M. Orme, Regular Session

3206X RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant day care and/or preschool programs.
Staff, Regular Session

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

A comprehensive course in child development, from infancy through youth, with consideration of the life cycle. There is discussion of all aspects and, depending partly on interest, a range of problems with central emphasis on cognitive-developmental learning orientation. Review papers, design and empirical projects.
Staff, Regular Session

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts and each part will be covered by

one of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.
S. Miezitis, J. Quarter, E. V. Sullivan, and *O. Weininger,* Regular Session

3209X PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.
D. R. Olson, Regular Session

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART I

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching-learning process and how such an analysis can facilitate liaison between psychology and education and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.
D. Hunt, Regular Session

3211X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART II

This course deals with the research literature on socialization.
J. Quarter, Regular Session

3212X SEMINAR IN INTRINSIC MOTIVATION

A study of motivation underlying curiosity, exploration, play, humor, creativity, information-seeking, problem-solving, and role-modeling. Educational goals and practices are considered in relation to concepts rising from the studies of intrinsically motivated activities.
S. B. K. Henderson, Regular Session

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212X.
Staff, Regular Session (not offered in 1974/75)

3214X CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between sensory incoming impulses on the early development of intellectual and cognitive abilities. An understanding of the storage and interaction of existing and incoming information on later cognitive growth, and a study of the "evoked potential" as a measure of general intelligence.
O. Weininger, Regular Session

3215X SEMINAR IN COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D. program in Counseling Psychology. A continuation of studies begun in 1202X. To be taken concurrently with 3216X.

Prerequisite: 1202X, or equivalent.
D. G. Ogston, Regular Session

3216X SEMINAR IN COUNSELING PSYCHOLOGY: PART II

To be taken concurrently with 3215X.
D. G. Ogston, Regular Session

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

C. M. Christensen and staff, Regular Session

3218X RESEARCH SEMINAR IN COUNSELING

Staff, Regular Session

3219 ADVANCED SEMINAR AND INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

A weekly seminar to discuss cases and theoretical issues related to the students' internship placement in school and/or community settings. Various theoretical models (psychodynamic, social learning theory, etc.) involved in diagnosis and therapy will be included. The internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, the student will also be involved in a teaching assistantship.

R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*, Regular Session

3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.

C. Bereiter, Regular Session

3221X PROCESS STRUCTURE, INDIVIDUAL DIFFERENCES, AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Staff, Regular Session (not offered in 1974/75)

3235X QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of attacking research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental

work, the choice being dependent on the interests of the students taking the course.
Staff, Regular Session (not offered in 1974/75)

3240X PROJECTIVE TECHNIQUES

An advanced course in verbal and nonverbal projective techniques.
O. Weininger, Regular Session

3241 ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

Prerequisite: 1225X.
O. Weininger, Regular Session

3252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the doctoral level.

3252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: STRUCTURE AND STRATEGY OF DECISION-MAKING IN TEACHING

Presentation and analysis of continuous evaluation models of teaching, instructional systems, and basic teaching strategies. *Theoretical Focus:* Exploration of continuous evaluation models of teaching, instructional systems, and basic teaching strategies. *Applied Focus:* Participants will receive initial training in basic skills, methods of assessing the effectiveness of such training, and teacher supervision. There will be opportunities to explore these strategies within the framework of teacher training, training systems, and microteaching research.

Prerequisite: Permission of the instructor.
M. Orme, Regular Session

3252XQ INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: AN INSERVICE TRAINING AND TEACHER CONSULTATION MODEL FOR OFFERING PSYCHOLOGICAL SERVICES

Rationale and techniques of classroom interaction analysis; theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an inservice training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis, Regular Session

Computer Applications

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Associate Professor and Chairman of the Department
(data analysis; evaluation; research on learning)

STACY CHURCHILL, *Ph.D. (London)*
Associate Professor and Assistant Coordinator of Research and Development Studies
(computer-assisted instruction; computer uses in educational administration)

ROBERT W. B. JACKSON, *Ph.D. (London), LL.D. (Alberta), F.R.S.S., F.C.P.*
Professor and Director of OISE
(application of statistics to educational problems; school finance; use of computers in education)

***PETER H. LINDSAY**, *Ph.D. (Toronto)*
Associate Professor
(simulation; management information systems; programming languages; psychological models)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; simulation; NRC–OISE educational computer systems project)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Assistant Professor
(development of curriculum materials for computer-assisted instruction; development of computer-assisted instruction systems and languages; research in learner-controlled computer-assisted instruction)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(research in computer technology; computer-controlled learning aids)

ASSOCIATED INSTRUCTORS:

RICHARD PIERCE, *B.A. (Miami)*
Project Director in Computer Applications

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Computer Applications and Supervisor of Computing Services Group; cross-appointed to the Office of the Coordinator of Research and Development Studies

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., Ed.D., or Ph.D. degrees with specialization in Computer Applications are constructed individually with students.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research, in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500X, 1504X, a Computer Applications specialty course, and three half-courses from statistics and behavioral sciences as appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in Computer Applications, and in other departments of OISE and the University of Toronto such as Psychology and Computer Science.

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* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

The M.Ed. program is designed for the practicing educator who wants to acquire knowledge and skills in the application of computers to education; the typical eight half-course program consists of 1500X, 1503X, three or four specialty courses in Computer Applications, and two or three courses from other OISE departments.

A brochure describing typical programs of study is available from the department and should be consulted by all applicants. Information on the Ed.D. program is also available from the department.

COURSES

A course is identified with this department when the first two digits in the course number are 15 or 35.

1500X COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.

L. D. McLean, Summer Session and Regular Session (after hours)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction. Specific topics change each year.

Prerequisites: 1503X and 1500X or permission of the instructor.

W. P. Olivier, Regular Session (after hours)

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

Basic principles of batch and time-sharing systems will be presented, and experience in programming will be given in some widely used problem-solving languages. In the OISE Educational Computer Laboratory, students will learn first-hand some of the possible applications of computer graphics, text manipulation, simulation of cognitive processes, and information retrieval.

P. H. Lindsay, Summer Session and Regular Session (after hours)

1504X PRACTICUM IN COMPUTER APPLICATIONS

Practical development of advanced skills needed in the application of computers in behavioral research. Analysis of research plans leading to the design of thesis project.

Prerequisite: M.A. enrollment or permission of the instructor.

Staff, Regular Session (daytime)

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials.

Prerequisite: 1503X.

W. P. Olivier, Regular Session (after hours)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

A study of computer applications to education, beginning with current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503X.

R. G. Ragsdale, Regular Session (after hours)

1515X COMPUTERS IN THE CURRICULUM

A survey of computer applications in the classroom. Student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of simulation as a curriculum tool; the computer as a subject in secondary schools.

Prerequisite: 1503X.

R. S. McLean, Regular Session (after hours, offered in 1974/75 and alternate years)

1516X PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503X or permission of instructor.

R. S. McLean, Regular Session (after hours, alternate years, not offered in 1974/75)

1520X PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, etc. Selected topics in statistical data analysis through application of general-purpose programs and packages.

Prerequisites: 1666X and 1503X or permission of the instructor.

L. D. McLean, Regular Session (after hours)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No previous computer experience required. The principles of systems analysis as applied to educational systems. Uses of the computer for strategic tactical and operative decisions for educational planning and management, including administrative implications of CAI.

S. Padro, Regular Session (after hours)

1552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A critical review of the literature relevant to the design, implementation, and validation of interactive systems for education. Consideration of systems now in operation or proposed.

Prerequisite: 1503X.

R. S. McLean, Regular Session (daytime)

3535X SIMULATION MODELS OF COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition, thinking, problem solving, and memory. Constructing models from psychological data; implementation and evaluation of model performance.

P. H. Lindsay, Regular Session (daytime)

3552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1552XZ, but at the doctoral level.

3556XZ RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.

R. G. Ragsdale, Regular Session

Curriculum

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor and Chairman of the Department
(curriculum development, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor and Associate Chairman of the Department, cross-appointed from the Department of Measurement and Evaluation
(applications of measurement and evaluation to curriculum)

LEONARD BERK, *B.A. (Chicago)*
Lecturer
(learning in context; interactions among learner, subject matter, and milieu; interdisciplinary curriculum, particularly in the humanities; curriculum as politics)

EDMUND BRENT, *Ph.D. (Cornell)*
Assistant Professor
(sociolinguistics; general linguistics; Canadian French, French and English educational linguistics)

* DOUGLAS C. CAMPBELL, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed to Measurement and Evaluation
(science instruction; curriculum development and evaluation; teacher education; research in measurement of affective variables; evaluation methodology)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; mathematics curriculum development)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(psychology of learning; personal and social development of children; curriculum and school program development; process of change and innovation in schools)

JOHN HERBERT, *Ed.D. (Columbia)*
Associate Professor
(study of the activities of teachers and students in diverse educational environments; teacher preparation programs and techniques; curriculum theory)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from Educational Administration

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

HILDRED RAWSON, *Ph.D. (Alberta)*
Assistant Professor
(the diagnosis and correction of reading problems; conferences with and reporting to parents and teachers; the clinical instruction of students from grade one to grade ten)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood elementary education; language development; curriculum program development; instructional materials development)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the teaching of science, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor, cross-appointed to the Centre for Linguistic Studies, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor and Director of the Modern Language Center, cross-appointed to the Centre for Linguistic Studies, University of Toronto
(languages; applied linguistics; psycholinguistics; language teaching; French- and German-language teaching methodology)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Assistant Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MAX J. VAN MANEN, *Ph.D. (Alberta)*
Assistant Professor
(social studies curriculum and instruction; study of teaching-learning epistemologies; anthropology of the modern world)

ERNEST R. WALL, *M.A. (Middlebury College)*
Lecturer
(program development and teacher education in English, interdisciplinary programs, literature, film, humanities, and related areas)

WILFRED WEES, *Ph.D. (Toronto), LL.D. (Alberta), F.O.T.F.*
Associate Professor
(preparatory and inservice teacher education; teachers as decision-makers; personality development as a responsibility of education; curricula in open education)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement and Evaluation
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor and Head, OISE Trent Valley Centre

JOHN MILLER, *Ph.D. (Toronto)*
Assistant Professor

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Assistant Professor

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor and Coordinator of Field Development, OISE

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor and Assistant to the Coordinator of Field Development, OISE

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor and Head, OISE Western Ontario Centre

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees at the University of Toronto.

The study of the philosophy of curriculum and curriculum design includes the examination of instructional situations and practices and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social sciences, and communications theory, are used to examine the relationship between curricula and the nature of knowledge, the dynamics of communication, and learning and teaching. A second component of these programs deals with substantive issues in specific subject areas. Often, students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. The following are included: analysis of teaching; curriculum theory and foundations; educational linguistics and second-language learning; English, communications, and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; research on teacher preparation; science education; social studies education; and the education of minority groups, especially Indians and Eskimos. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

The Department of Curriculum does not have sufficient resources to accept all applicants who meet the minimum standards of the School of Graduate Studies, especially for the part-time M.Ed. program. Available student places are awarded to those applicants judged to have the greatest academic promise.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 22 to 24. In addition, those applying for part-time study in Curriculum must submit (1) a score on the Miller Analogies Test; (2) a carefully prepared statement indicating in some detail the applicant's career plans and reasons for wanting to undertake a program in Curriculum; (3) a single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

This program consists of eight half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development.

(*b*) Three other half-courses within the Department of Curriculum.

(*c*) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.

(*d*) One half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(*e*) Two elective half-courses, chosen according to the individual's background and interests and approved by his faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

OFF-CAMPUS COURSES IN CURRICULUM
(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus in several areas of the province. The purpose of this is to make some Curriculum courses available to people in localities far from Toronto during the Fall and Winter terms. Curriculum courses are not normally offered off-campus during Summer Session. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as those for applicants living in the Toronto area.

Information and application materials for off-campus courses to be offered in the 1974/75 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 24 to 25. The two letters of reference referred to on page 4 should be solicited from university professors or other persons in a position to judge the applicant's scholarly promise at the graduate level.

In addition to the master's thesis, the M.A. program consists of six half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development.

(*b*) Two other half-courses within the Department of Curriculum.

(*c*) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.

(*d*) One half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(*e*) One elective half-course, selected from any department of OISE, or from another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may be expected to include course work from other departments of OISE and from other departments of the School of Graduate Studies.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that embrace all aspects of curriculum design and implementation, including professional development of both preservice and inservice teachers. The program provides interaction between theoretical perspectives and curriculum practice, and thereby is intended to develop intellectual leadership among promising professionals in a variety of roles in education. The program is designed primarily for Ontario practitioners holding positions which enable them to develop a thesis study within an established professional situation, and subsequently to carry out the thesis study when they return to that situation after completing the required period of full-time study.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 26 to 27.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements stated on page 26, the Department of Curriculum specifies the following:

(*a*) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in curriculum or equivalent.

(*b*) The applicant must submit a score on both the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations.

(*c*) Early in the application procedure, the applicant is contacted to arrange a series of interviews with faculty members.

(*d*) The applicant must have had at least three years of successful professional experience in education.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a

minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, the candidate is required to begin discussions with his faculty advisor to delineate potential thesis problems in his own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, commencing in January, July, or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining course work can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study are required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 27 to 29.

In addition to the major thesis and other requirements as described on pages 28 to 29, the normal pattern of study for this degree is as follows:

(*a*) A major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis.

(*b*) A first minor in this or another department of OISE, consisting of two half-courses to be selected.

(*c*) A second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTER

The Modern Language Center is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in educational linguistics and second-language learning. Although most of the program is offered within the Department of Curriculum, students affiliated with this Center are ordinarily advised to take some course work in the Centre for Linguistic Studies at the University of Toronto or in language departments of the School of Graduate Studies. For students in a master's program who lack adequate training in linguistics, this may mean additional course work (usually not more than one course) beyond the minimum requirement of six or eight half-courses specified by the Department of Curriculum. The following are particularly pertinent, among the offerings of the University of Toronto Centre for Linguistic Studies: 1109, 1142X, 1205X, 2450, and 6350. Students should consult the current Calendar of the School of Graduate Studies, for information concerning these courses.

Among the courses described below, the following are of special interest to students concentrating in applied linguistics within the Department of Curriculum: 1311X, 1317, 1318, 1330, 1332, 1333, 3311X, 3319X, and 3330.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Department of Curriculum, should assist the student and his advisor in selecting the section that best suits the student's needs and interests.

Staff, Summer Session and Regular Session

1301X PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.

Prerequisite: Permission of the instructor.

R. Garry and staff, Regular Session

1302X INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.

E. Regan, Regular Session

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific

area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1352X, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1305X TECHNIQUES FOR IMPROVING INSTRUCTION

An innovative course for teachers and supervisors who want to study, experience, and test diverse teaching techniques useful at all educational levels. Microteaching, behavior modification, games, simulations, contracts, and the analysis of teaching and of the classroom ecology will be examined and practiced. Students will have an opportunity to review research on issues of interest to them such as teaching styles and effectiveness, synectics, and basic education.
J. Herbert, Regular Session (after hours)

1310X READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311X READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1312 APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: Permission of the instructor.
H. Rawson, Regular Session

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes the artistic, humanistic, and creative dimensions of English instruction, particularly in the areas of literature interpretation, discussion, and instruction; of student writing and evaluation; and of the use of print and nonprint materials in the English classroom. Students who are primarily interested in language and reading development and instruction are advised to select from other course offerings listed in this Bulletin.
E. R. Wall, Regular Session (after hours)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to

meaningful learning, cognitive maturity, and motivation are analyzed.
C. D. Carlow, Regular Session (after hours)

1317 THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (offered in 1974/75 and alternate years)

1318 METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Regular Session (alternate years; not offered in 1974/75)

1320XQ SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Regular Session (after hours)

1320XR SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Prerequisite: Permission of the instructor.
D. C. Campbell, Regular Session (after hours)

1321X THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and inservice education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and 1320XQ or 1320XR, or equivalent.
D. A. Roberts, Regular Session (not offered in 1974/75)

1322XQ SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching-learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of “the new social studies.”
M. J. van Manen, Regular Session (after hours)

1322XR SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focuses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
M. J. van Manen, Regular Session (after hours)

1330 FONDEMENTS LINGUISTIQUES DE LA PÉDAGOLINGUISTIQUE FRANÇAISE

Revue de la pédagolinguistique française; examen critique de théories linguistiques et de descriptions monolingues et différentielles pertinentes à l'apprentissage du français langue seconde, contribuées par la linguistique statique (grammaires structurales, génératives, préstructuralistes), par la linguistique dynamique et par la psycholinguistique; analyse linguistique et pédagolinguistique de problèmes choisis en phonologie, morphologie, syntaxe, sémantique, variation intralinguistique.

Prerequisite: 1333 or equivalent.
E. Brent, Regular Session (after hours; offered in 1974/75 and alternate years)

1332 DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.

Prerequisite: 1333 or equivalent.
Staff, Regular Session (after hours)

1333 INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

(cross-listed with the Centre for Linguistic Studies, University of Toronto)

A general introduction to the scientific study of language, focusing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
E. Brent, Regular Session (after hours)

1340X AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal

education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching–learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X.
F. B. Rainsberry, Regular Session

1342X FILM AND THE TEACHING OF THE HUMANITIES

An examination of such concepts as humanities, integrated studies, and interdisciplinary approaches as these relate to new patterns in instructional organizations, to traditional school subjects, and to educational goals. Films are viewed and discussed to indicate their usefulness in programs in the humanities and to illustrate relationships that exist among the arts, the sciences, and the humanities.
E. R. Wall, Regular Session (after hours)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enroll in 1352X is expected to draw up a proposed plan of study, deliver one copy of this proposal to his faculty advisor, and deliver a second copy to the instructor with whom he wishes to take the course.

Prerequisite: Approval by both individuals specified above.

1355X PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will

focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session

1358X CURRICULUM DEVELOPMENT AND SCHOOL SYSTEM INTERVENTION

A seminar investigating the role of curriculum development in responding to societal goal structures and in facilitating alternative school curriculum practices. Theoretical aspects of curriculum development will be explored from the perspectives of educational objectives, alternatives, innovation theory, and theory of action.

Consideration will be given to the role of evaluation in the change process and to different evaluation models used in actual curriculum developments.

This course is offered in conjunction with the Innovations and Alternatives Research and Development Program and is seen as being complementary to 1659X in the Department of Measurement and Evaluation.
F. M. Connelly, *M. Fullan*, *D. W. Livingstone*, *M. Wahlstrom*, and *J. Weiss* (offered as required)

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.

Prerequisite: Knowledge of descriptive statistics and elementary testing concepts or the permission of the instructor.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1370X THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310X.
J. A. McInnes, Regular Session (after hours)

1380X MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyze the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.
G. L. McDiarmid, Regular Session

3300X RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X.

G. L. McDiarmid, Regular Session (offered as required)

3301X SYMPOSIUM IN CURRICULUM AND INSTRUCTION

An advanced symposium on curricula, curriculum theories, exemplars and models for teaching, and their application to current educational programs and issues.

J. Herbert, Regular Session (alternate years; not offered in 1974/75)

3302X SEMINAR IN THE ANALYSIS OF EDUCATIONAL PROCESSES

An advanced seminar in observing, recording, and analyzing educational procedures, and in the use of such information for the evaluation and improvement of instructional practices. Close attention will be given to the selection, design, and use of formal and informal techniques for observing teaching.

J. Herbert, Regular Session (offered in 1974/75 and alternate years)

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data.

Prerequisite: 1310X, or 1311X.

Staff (offered as required)

3311X THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311X and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311X or permission of the instructor.

F. Smith, Regular Session

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research, theory, and practice related to the learning of mathematics at the elementary or secondary levels. Students will apply the insights from these sources to the development and critique of projects of interest.

Prerequisite: 1316X.

C. D. Carlow, Regular Session (offered in 1974/75 and alternate years)

3319X COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317 or 1318, or permission of the instructor.

H. H. Stern and staff, Regular Session

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
D. C. Campbell, F. M. Connelly, and *D. A. Roberts* (offered as required)

3330 TRAVAUX PRATIQUES DE PÉDAGOLINGUISTIQUE FRANÇAISE

Elaboration d'une grammaire pédagogique du français; étude des variétés du français parlées au Canada et des problèmes pédagogiques connexes; évaluation de matériaux didactiques du français langue seconde; autres sujets selon le choix des participants.

Prerequisite: 1330 or equivalent.
E. Brent, Regular Session (alternate years; not offered in 1974/75)

3340 RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340X and 1341X.
F. B. Rainsberry, Regular Session (after hours; offered as required)

3352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

The following courses might also be of special interest to students in Curriculum.

Applied Psychology: 1200X, 1206X, 1209X, 1230X, 3200X, 3203X, 3209X, 3220X
Computer Applications: 1500X, 1510X, 1515X
Educational Administration: 1016X, 1020X
Educational Planning: 1721X
History and Philosophy of Education: 1412X, 1428X, 1431X, 1432X, 1434X, 1441X, 1443X, 1444X, 1450X, 1451X, 3445X, 3451X
Measurement and Evaluation: 1610X, 1615X, 1659X, 1660X, 1666X
Sociology in Education: 1903X, 1908X, 1909X, 1919X, 1935X, 3911X, 3930X

Educational Administration

THOMAS R. WILLIAMS, *Ph.D. (University of Michigan)*
Associate Professor and Acting Chairman of the Department
(Metropolitan Toronto study; decentralization in large school systems; trustee–administrator relationships; school–community relationships)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(organizational behavior; interpersonal effects in administration; school systems design; professional development)

PETER J. CISTONE, *Ph.D. (Pennsylvania State)*
Associate Professor
(politics of education; organization theory; school board member recruitment and socialization; educational governance and policy-making)

* JOHN C. CROFT, *D.Ed. (Pennsylvania State)*
Associate Professor
(organization development; innovation; interpersonal relations; leadership; human relations training)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Assistant Professor and Head, OISE Midwestern Centre
(organizational and professional development)

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed

ROBIN H. FARQUHAR, *Ph.D. (Chicago)*
Associate Professor and Assistant Director, OISE
(preparation in educational leadership; nonpublic schools; interuniversity cooperation; international approaches in administration; recruitment of educational leaders; creativity and futurism)

GEORGE E. FLOWER, *Ed.D. (Harvard), F.C.C.T., F.O.T.F.*
Professor and Coordinator of Graduate Studies, OISE
(organization; leadership; finance; theories in administration; university administration)

T. BARR GREENFIELD, *Ph.D. (Alberta)*
Associate Professor
(organizational analysis, values and action; organizational design; inventing and improving organizations)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor and Acting Academic Services Officer, OISE
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; operations analysis and management systems)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(allocation of provincial funds and their relationship to socioeconomic measures of educational need;

economics of education; evaluation and statistical data analysis)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Curriculum
(program development; organization and evaluation; alternative schools; parental involvement; radical school reform; Canadian public issues; group-discussion processes)

JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed from the Ontario Council for Leadership in Educational Administration (OCLEA), Executive Director
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor
(grants to school boards; school costs; taxation for education; separate school organization; local central control of education; school law)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(future context of education; legal context of Canadian education)

DORIS W. RYAN, *Ph.D. (Chicago)*
Associate Professor
(organizational studies; decision-making; community involvement; secondary and postsecondary school studies)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor and Assistant Coordinator of Graduate Studies, OISE
(organization theory; theory and practice of supervision; group decision-making; selection and evaluation of educational personnel; school system operation)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; open education; development of teacher organizations; politics of education; American Indian education; inner-city education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Assistant Professor
(design of alternative educational environments; understanding belief and value systems pertinent to education; parent involvement in community school policy development)

ASSOCIATED INSTRUCTORS:

SAMUEL L. G. CHAPMAN, *B.A. (Toronto)*
Project Director in Educational Administration, seconded from York County Board of Education, cross-appointed to the Office of Field Development

DONALD M. GRAHAM, *B.A. (Toronto)*
Project Director in Educational Administration, former Director of Education, Forest Hill Village School Board

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

A single integrated program focused on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(*a*) Experience as a school business official or some other professional in education administration.

(*b*) Two letters of recommendation.

(*c*) A promising score on the Miller Analogies Test.

(*d*) A résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $70 for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(*a*) the core module, 1040X and 1041X;

(*b*) a specialized module, 1017X and 1031X;

(*c*) an elective module, normally including one half-course from the M.Ed. Human Relations courses – 1012X, 1023X, and 1024X – and one half-course from the Department of Educational Planning.

Students may enroll full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one regular session; on a part-time basis, in any combination of three regular or summer sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practicing school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practicing administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 22 to 23, the department requires that, whenever possible, the two letters of reference (page 4) should be written by (*a*) an educational administrator for whom the applicant has worked, and (*b*) a professional colleague. Also, MAT scores are required for both part-time and full-time applicants (page 7).

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take a core module consisting of:

1040X Administrative Problems I: The School
1041X Administrative Problems II: The School in Society

One half-course in human relations selected from:

1012X Clinical Analysis of the Administrative Process
1023X Interpersonal Relations in School Systems
1024X Clinic in Administrative Relationships

In addition, five elective half-courses, at least one of which must be taken in educational administration, for a total of eight half-courses.

Students lacking teacher training and experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(*a*) Policy Development and Politics of Education
(*b*) Economics, Finance, and Business Management of Education
(*c*) Management of Human Resources in Education
(*d*) Administration of Postsecondary Institutions
(*e*) Social Context of Educational Administration
(*f*) Program Development and Evaluation in Education

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enroll, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION

(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1974 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1974/75 Regular Session.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practicing educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 26 to 27, the Department of Educational Administration specifies the following:

(*a*) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(*b*) The applicant must have had a successful leadership experience in an administrative position in an educational organization. Evidence of this will be provided by at least one letter of reference from a senior administrator under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;
- ability to work with people;
- administrative style;

- awareness of current social and educational issues;
- ability to express himself in an effective manner, both in speech and in writing.

(*c*) The applicant must also furnish at least one letter of reference from a professor under whom he has studied, commenting on his scholarly achievement.

(*d*) After an initial screening, successful applicants will be interviewed by a selection team.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(*a*) the Ed.D. core module, which consists of three half-courses – 3040X, 3041X, and 3042X – that apply theoretical and practical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(*b*) Option Module A, which consists of two half-courses, offers the student an opportunity for advanced study in one of the six areas of concentration cited in the M.Ed. program description;

(*c*) Option Module B, which consists of either:

- a two half-course internship (3044X and 3045X) and one half-course elective (to be taken outside the Department of Educational Administration), or
- a half-course internship (3044X) and two half-course electives (one of which will be from outside the Department of Educational Administration);

(*d*) a developmental thesis that describes the invention, application, and evaluation of a program to accomplish an important task in educational organization.

A student's program of study will normally begin in the Fall term with two courses of the Ed.D. core module and one elective from Module B. During the Winter term (and Spring term if a two half-course internship is chosen) the student will take Option Module B and the remaining course of the Ed.D. core module. Option Module A will generally be taken during the summer after the year of residence, or may be completed after hours during a Regular Session outside the year of residence. Three independent papers are required, each of which synthesizes and applies the knowledge gained in one of each of the three modules. Two of these papers must be satisfactorily completed before the student's proposal for a developmental thesis will be accepted.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students in the analysis and design of educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended but not required for admission. The program is designed for students who have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The program is available to students only through full-time study. Students must also meet the general admission requirements for M.A. and Ph.D. programs as described on pages 24 and 27. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. Because the program design integrates both credit and non-credit experiences, satisfactory completion of all program elements, as judged by the M.A.–Ph.D. team, is required.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001	Seminar in Educational Organization and Design
1002X	Social Science Seminar
1003X	Research Methodology Seminar
1666X	Elements of Statistics

In addition, one half-course option; a research and development apprenticeship; and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

In each year of the program, students are encouraged to participate in a series of activities designed to develop interpersonal competence and skills in leadership and group participation.

The second year is similar to the first, and includes:

3001	Advanced Seminar in Educational Organization and Design
3002X	Advanced Social Science Seminar
3666X	Intermediate Statistics and Research Design

In addition, two half-course options, an apprenticeship, an internship, and a second independent paper.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, an internship, and a thesis.

Courses 1001 and 3001 and half-courses 1002X and 3002X constitute the student's major in Educational Administration; 1003X, 1666X, and 3666X constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Administrative and organizational theory is applied to the analysis of

fundamental questions regarding the purposes, functions, and forms of educational organization. The questions identified in this course are selected to shape inquiry throughout the M.A.–Ph.D. program.
J. C. Croft, *T. B. Greenfield*, and staff, Regular Session

1002X SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content and methodology from such fields as economics, political science, psychology, sociology, and anthropology are applied to problems related to educational organization and design.
R. I. Simon and staff, Regular Session

1003X RESEARCH METHODOLOGY SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton and staff, Regular Session

1012X CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

The theory, values, insights, and strategies of organization development as applied to educational organizations. Activities include diagnosing and facilitating group functioning, building effective work teams, and the application of the action research model to on-the-job problems. The skills of Goal Setting, Inter-Team Building, Organization Diagnosis, and Conflict Resolution are practiced through classroom experiences.
Staff, Summer Session and Regular Session

1016X PROGRAM ORGANIZATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, *M. A. Levin*, and *R. I. Simon*, Summer Session and Regular Session

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
J. R. McCarthy and *E. B. Rideout*, Summer Session and Regular Session

1018X THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure

of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
P. J. Cistone, *A. D. Selinger*, and *T. R. Williams*, Summer Session and Regular Session

1020X THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multi-media presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity (*a*) to develop a personal and professional orientation toward change and (*b*) to apply this orientation to a self-selected educational problem from the real or an imagined world.
M. P. Robbins, Regular Session

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to his students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for his role.
D. W. Ryan and *A. D. Selinger*, Summer Session and Regular Session

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: First, analysis of the determinants of interpersonal behavior to allow (*a*) more accurate prediction of appropriate behavioral responses, and (*b*) suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system. Second, the development of one's own interpersonal skills.
J. C. Croft, *R. I. Simon*, and *S. L. G. Chapman*, Summer Session and Regular Session

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
J. C. Croft, Summer Session and Regular Session

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The economic aspects of administering educational systems are analyzed

through concepts from program budgeting, input-output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
Staff, Regular Session (not offered in 1974/75)

1029X SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session

1030X THE LEGAL CONTEXT OF EDUCATION

An experimental seminar which explores the interrelationships among legal doctrine, legal process, and educational practice in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.

Prerequisite: Permission of the instructor.
M. P. Robbins, Regular Session

1031X SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
E. B. Rideout, Regular Session (alternate summers, not offered in 1974 Summer Session)

1032X ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in community colleges will be analyzed in the light of various administrative theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
Staff, Regular Session (after hours)

1040X ADMINISTRATIVE PROBLEMS I: THE SCHOOL

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organizational theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, inservice development of staff, motivation, and differentiated staffing. Other topics may include patterns of program organization, non-grading, flexible scheduling, grading and reporting, "open" education, alternative schools, and program evaluation. The uses of research in identifying and solving problems in educational administration will be emphasized.
D. W. Ryan, *J. G. Scott*, and staff, Summer Session and Regular Session

1041X ADMINISTRATIVE PROBLEMS II: THE SCHOOL IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include community conflict and involvement, school board/administrator/teacher relationships, the impact of provincial legislation, and the financing of education in Ontario.
P. J. Cistone, *J. H. House*, and *J. R. McCarthy*, Summer Session and Regular Session

1052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1001, but at a more advanced level.

Prerequisite: 1001.

J. C. Croft, *T. B. Greenfield*, and staff, Regular Session

3002X ADVANCED SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1002X, but at a more advanced level.
R. I. Simon and staff, Regular Session

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: (*a*) the structure of organizational behavior, (*b*) some dynamics

of groups and individuals, (*c*) studies of interpersonal behavior in administration, (*d*) designing organizations for individuals.
A. F. Brown, Regular Session

3018X THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local and provincial levels. Areas of study will include those introduced in 1018X, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
T. R. Williams, Regular Session

3040X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I

This seminar is designed to shape inquiry throughout the program. Included are seven areas of study: Organizational Theory and Application, Management Techniques in Educational Settings, Educational Issues and Policy Development, Economics and Finance in Education, Politics of Education, Organizational Development, and Research and Development Techniques.

Ed.D. students must enroll in 3040X, 3041X, and 3042X concurrently.
R. H. Farquhar, J. H. House, M. P. Robbins, T. R. Williams, and staff, Regular Session

3041X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II

See description for 3040X.
R. H. Farquhar, J. H. House, M. P. Robbins, T. R. Williams, and staff, Regular Session

3042X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III

See description for 3040X.
R. H. Farquhar, J. H. House, M. P. Robbins, T. R. Williams, and staff, Regular Session

3044X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
Staff, Regular Session

3045X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044X.
Staff, Regular Session

3052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. and Ed.D. program description:

Adult Education: 1100X, 1106XR
Computer Applications: 1525X
Curriculum: 1301X, 1302X, 1305X, 1358X, 1360X
Educational Planning: 1700X, 1701, 1704X, 1706X, 1715X, 3710X
History and Philosophy of Education: 1403X, 1417X, 1434X, 3426X, 3427X
Measurement and Evaluation: 1659X, 3610X
Sociology in Education: 1909X, 1929X, 1935X, 1960X, 1970X, 3950X
Higher Education: 1803, 1809X

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor and Chairman of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor, cross-appointed from Measurement and Evaluation

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies and to Measurement and Evaluation

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor
(economics of education, particularly quantitative models for educational policy; theory; history and political economy of planning)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group, and Director of Research for the Council of Ontario Universities

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; alternative policies for postsecondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in local education authorities; school–community interaction; implementation of educational innovations; equity in school provisions)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography and Canadian socio-economic history in relation to education in Canada and especially in Ontario)

* SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed to Computer Applications
(operations research/system analysis in educational planning; information systems and resource allocation structures for school board planning and decision-making)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(large-scale simulation models for projecting and analyzing provincial and county board instructional expenditures; analysis of information flows for educational decision-making; development and application of management/planning techniques for postsecondary institutions)

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/demand studies of the teacher force; enrollment projections)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Assistant Professor
(educational planning for developing nations; comparative and international education; planned social change in Canada; Indian and Inuit [Eskimo] education; UNESCO)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics or sociology, or those whose positions or goals involve planning responsibilities would find this program particularly useful. Students are required to take course 1666X, Elements of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses as follows:

1700X	Theories of Micro-Educational Planning
1701	School Systems: Planning Practicum (equals two half-courses)
1703X	Educational Planning: Economics of Human Resources
1704X	Quantitative Methodologies of Educational Planning
1705X	Population Studies

Plus two optional half-courses in Educational Planning, or in any other OISE department.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practicing planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 26 and 27, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(*a*) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(*b*) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.

(*c*) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, microplanning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 28 and 29, work for this degree includes:

(*a*) A major in Educational Planning, consisting of four appropriate half-courses.

(*b*) A first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto.

(*c*) A second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

Note: The Department of Educational Planning is conducting a major review of its graduate instruction programs. For further information regarding possible program changes, please contact the department.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrollment. There will probably be more courses offered after hours in a given year than the calendar indicates.

1700X THEORIES OF MICRO-EDUCATIONAL PLANNING

An application of concepts of town planning, regional planning, and land use to school planning; an examination of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions and of planning to educational research.
C. Watson and *F. G. Ridge*, Regular Session (after hours)

1701 SCHOOL SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
C. Watson and *S. Quazi*, Regular Session (after hours)

1702X UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
C. Watson and *S. Quazi*, Regular Session (not offered in 1974/75)

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to

economic growth, with special reference to problems of manpower and educational planning.
M. L. Handa, Regular Session

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

An introduction to selected techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems in a systematic framework of analysis. Emphasis will be on application and evaluation of the techniques in an educational planning context, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.

Prerequisite: Permission of the instructor.

S. Padro, Regular Session (after hours)

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.
B. B. Macleod, Regular Session (after hours)

1706X THE BUDGETARY PROCESS IN EDUCATIONAL PLANNING

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general, and on education in particular.
J. W. Holland, Regular Session (after hours)

1707X EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.
G. S. Tracz, Regular Session

1708X EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to

codification for the purpose of developing propositions useful to theory building.
J. P. Farrell, Regular Session

1709X THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session
(classes in French on request)

1710X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES FOR PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs such as French instruction.
E. H. Humphreys, Regular Session
(after hours; offered as required)

1712X MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutability of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.
Staff, Regular Session

1714X THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic planning, and their applications to education at different levels of decision-making. Educational planning problems and processes in Canada will be discussed.
M. L. Handa, Regular Session

1715X METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1719X PLANNING THEORIES AND ISSUES IN COLLEGE AND UNIVERSITY MANAGEMENT

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management, institutional–system level relations, and university–government relations.
G. S. Tracz, Regular Session (alternate years; not offered in 1974/75)

1721X SOCIAL AND ECONOMIC INFLUENCES IN CANADIAN EDUCATION

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.
B. B. Macleod, Regular Session (after hours)

1752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703X WORKSHOP: TOPICS IN ECONOMICS OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a related topic for discussion and analysis in the workshop. Included among past themes have been: Canadian studies in the economics of education; micro-educational planning models; educational planning for disadvantaged groups in Canada; socialist concepts of political economy of education.

Prerequisite: 1703X, or equivalent.
M. L. Handa, Regular Session

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING

The purpose of this course is to examine and evaluate applications of

systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.
G. S. Tracz, Regular Session

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X, or equivalent.
B. B. Macleod (offered as required; please consult with instructor)

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X, or equivalent.
Staff (offered as required; please consult with *B. B. Macleod*)

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, elementary queuing theory, and Monte Carlo simulation techniques; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions.

Prerequisites: 1704X, or equivalent. Mathematics prerequisites to be discussed with the instructor.
S. Padro, Regular Session (alternate years; offered in 1974/75)

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning;

and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson*, Regular Session

3710X SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competitions for a society's resources.
W. E. Alexander, *V. R. D'Oyley*, and *J. W. Holland*, Regular Session

N3713X SEMINAR IN EDUCATIONAL PLANNING

A non-credit seminar. Several prominent speakers are invited during the regular session and a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of ongoing planning research and development work.
Staff, Regular Session

3715X SEMINAR: ADVANCED DEMOGRAPHIC ANALYSIS

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705X, or equivalent.
B. B. Macleod, Regular Session

3716X METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for the prospective or practicing researcher who wishes to use comparative data in his work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (*a*) the special analytical problems faced when using comparative data and (*b*) the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session

3721 TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned on page 91.

Prerequisite: Permission of the instructors.

E. H. Humphreys and staff (offered as required)

3722 TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.

E. H. Humphreys and staff (offered as required)

3752X SEMINAR: INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Computer Applications: 1510X, 1525X
Educational Administration: 1030X
Sociology in Education: 3930X

History and Philosophy of Education

TREVOR J. WIGNEY, *Ed.M. (Harvard)*
Lecturer and Chairman of the Department
(Canadian education; adult education and politics; progressivism in Ontario education; education in derivative cultures – Britain and the Commonwealth)

CLIVE M. BECK, *Ph.D. (New England)*
Associate Professor
(philosophy of values; social theory; moral education; theory of educational inquiry)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

W. ROBERT DAVIS, *M.A. (Cantab.)*
Lecturer
(history of Canadian labor; working class history and the relationship of schools to this history)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Assistant Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies; moral development in penal reform)

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer
(European education and intellectual history; Modern France; the Renaissance)

DIETER MISGELD, *Dr.phil. (Heidelberg)*
Assistant Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

DOUGLAS MYERS, *Ph.D. (Edinburgh)*
Associate Professor
(Canadian and British education; the training, role, and influence of teachers)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

* HAROLD M. TROPER, *Ph.D. (Toronto)*
Assistant Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

**IAN WINCHESTER, *D.Phil. (Oxon.)*
Assistant Professor
(philosophy of science; historiography; philosophy of traditions; the history and philosophy of 17th-century science; historical record linkage)

* Graduate Studies Academic Secretary, to whom inquiries concerning programs in History of Education should be directed.

**Graduate Studies Academic Secretary, to whom inquiries concerning programs in Philosophy of Education should be directed.

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education
M.A. in History and/or Philosophy of Education
Ed.D. in History and/or Philosophy of Education
Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education.

This program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History and/or Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy courses offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in History and/or Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History and/or Philosophy may be required.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in History and/or Philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Department of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in History and/or Philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(*a*) Three half-courses in History and/or Philosophy of Education.

(*b*) Two half-courses, or the equivalent, in the Department of History or Philosophy of the School of Graduate Studies.

(*c*) One elective half-course normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(*d*) A thesis. (Ordinarily the amount of work involved in the thesis is approximately the equivalent of two half-courses.)

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see page 26), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements for the program are as follows: (Some variation in the sequencing of study may be permitted for individual candidates.)

(*a*) Four half-courses taken on a part-time basis prior to beginning full-time resident study.

(*b*) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to undertake the Ed.D. Seminar (two half-course credits) and two practica (each one half-course credit) under the guidance of individual faculty members.

(*c*) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focuses more directly on practical problems themselves. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires three years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in History and/or Philosophy of Education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:

(*a*) Two half-courses in History and/or Philosophy of Education.

(*b*) An outside minor consisting of two half-courses or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(*c*) Two elective half-courses, normally, but not necessarily, in

History and/or Philosophy of Education.

(*d*) A thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or the doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

1400X HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.

J. S. Hockley, Regular Session (after hours)

1401X HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.

J. S. Hockley, Regular Session (after hours)

1402X HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402X.)

J. S. Hockley, Regular Session (after hours)

1403X HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404X and 3403X.)
W. Brehaut, Regular Session (after hours)

1404X HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403X. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403X or equivalent.
W. Brehaut, Regular Session (after hours)

1406X HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses. In 1974/75 the course will explore the relation of Britain to Canada, Australia, and New Zealand.
T. J. Wigney, Regular Session

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (state) educational controversies that marked the nineteenth-century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth.
D. Myers, Regular Session (after hours)

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
T. J. Wigney, Regular Session (after hours)

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT

Not offered in 1974/75.

1411X EDUCATION AND SOCIAL CHANGE: THE AMERICAN EXPERIENCE

This course examines the relation between social change and educational development in American history. It emphasizes urban problems, particularly the educational implica-

tions of social stratification and the development of bureaucracy, and studies movements of urban educational reform at different points in time.
Staff, Regular Session

1412X EDUCATION AND CULTURAL CONTROVERSY

Not offered in 1974/75.

1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
D. Myers, Regular Session (after hours)

1419X RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussion of issues in historiography and consideration of various research projects being conducted in this department.
Staff, Regular Session

1425X CANADIAN WORKING CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of Canadian working people, with special emphasis on selected educational issues such as compulsory schooling, vocational schools, curriculum reform.
R. Davis, Regular Session (after hours)

1426X HISTORY OF THE EDUCATION OF WOMEN IN CANADIAN SOCIETY

A consideration of the history of the education of women in Canada, with special reference to Ontario. The course will include studies of the relationship between education and the role of women, the nature of women's organizations and their educational aims and activities, and similar themes.
T. J. Wigney and staff, Summer Session and Regular Session

1427X THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
H. Troper, Regular Session (after hours)

1428X MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper, Regular Session (after hours)

1430X PHILOSOPHY OF MIND IN EDUCATION

Topics in philosophy of mind of importance to education will be selected, according to the interests of seminar participants, from among the following: subjectivity, intentionality, and consciousness; action, intention, and motivation; emotion and emotional development; Piaget's theory of mind; and other topics.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1431X THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

A research seminar that will examine Piaget's genetic epistemology (in particular, his theories of concept formation and the development of thought and language) in the light of contemporary philosophical epistemology. This course is complementary to course 1430X, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1432X KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such educational concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430X or 1431X except by permission of the instructor.
E. C. Olsen, Regular Session (after hours)

1433X FREEDOM AND RESPONSIBILITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.
E. C. Olsen, Regular Session (after hours)

1434X PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

The course will consider the functions and aims of education as understood by political philosophers. It will also examine social criticism and education in the context of social and political philosophy. Topics will include the authority of institutions, the ideas of moral and political autonomy, the notions of emancipation and of community; a reconsideration of individualism, self-identity and the communitarian context, the notions of "citizen," "the public," and the problem of "depoliticization"; educational responses to "depoliticization"; political philosophy as a critique of instrumental reason.

(This course is for students with little or no background in philosophy.)
D. Misgeld, Regular Session (after hours)

1438X PHILOSOPHY OF VALUE AND THE NATURE AND ROLE OF EDUCATION

This course is concerned with such topics as values and aims in education, "education for life," education and society, education and the future, freedom and authority in education, the nature of teaching and learning, "deschooling society," education and sociocultural reform.
C. M. Beck, Regular Session (after hours)

1441X MORAL EDUCATION

This course is concerned with such topics as theories of human moral makeup, theories of moral development, various approaches to moral education, community involvement in moral education, moral education and social reform, the problems of indoctrination, the problems of assessment, specific materials and learning strategies, current political and institutional problems.
C. M. Beck, Summer Session and Regular Session (after hours)

1442X MORAL THEORY FOR THE SCHOOLS

This is a comprehensive introductory ethics course for people who wish to develop a body of value theory that they can bring to bear (in other courses and contexts) on educational problems. No background in philosophy is required but an interest in exploring issues in ethical theory is desirable.
C. M. Beck, Regular Session (not offered in 1974/75)

1443X INQUIRY INTO VALUE ISSUES: THEORY AND PRACTICE

The development of the theoretical framework (i.e., general principles, concepts, rules of procedure and inference, canons of relevance, notions of fact and value and their interrelationship, etc.) for treating normative or value issues; thence, the application of the framework (models) devised to actual classroom situations where Canadian social and political issues are treated.
J. A. Eisenberg, Regular Session

1444X THE LOGIC OF THE CURRICULUM

Not offered in 1974/75.

1445X THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION

Topics will include the aims and methods of a philosophical anthropology; the relation between philosophical and scientific knowledge of man; the problem of anthropological constants and of a philosophical "proto-theory" for the sciences of man; language, history, and morality as interrelated dimensions of human beings; historical materialism reconsidered. These topics will be discussed with particular reference to education.

D. Misgeld, Regular Session (after hours)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION: SCIENTIFIC CONCEPT FORMATION IN SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester, Regular Session (after hours)

1451X THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES

A consideration of some of the major contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and of the social sciences to the teaching of these subjects.
J. A. Eisenberg (not offered in 1974/75)

1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Description as for 1452X above.

1456X ALTERNATIVES IN EDUCATION

A consideration of the theory and practice of such notable designers of alternative education as Maria Montessori, A. S. Neill (Summerhill), Rudolf Steiner (Waldorf), Anton Makarenko, Paulo Freire, Ivan Illich, and Wilhelm Reich. The class will also study what the public school system can learn from such experiments.
R. Davis, Regular Session (after hours)

1464X EDUCATION FOR UNDERDEVELOPING COUNTRIES

A seminar course including the following topics: Canada's relations with the Third World, factors responsible for reinforcing the process of underdevelopment, Canadian aid to Third World educational systems, how Canadian attitudes toward underdevelopment and the Third World are shaped, studies of alternative approaches to education in the Third World and in Canada about the Third World.
G. L. Caplan, Regular Session (after hours)

1465X RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES

A research seminar based on topics covered in 1464X. Open only to students taking 1464X in the first term, or by specific personal permission of the instructor.
G. L. Caplan, Regular Session (after hours)

3402X PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION

European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neo-humanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. The course complements 1402X but may be taken independently of it.
J. S. Hockley, Regular Session (after hours)

3403X HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL

Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut, Regular Session
(Not offered in 1974/75)

3420X URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
I. Winchester, Regular Session (after hours)

3424X ONTARIO EDUCATION 1880–1930

A research course designed for students wishing to develop thesis topics. An examination of reform movements in education and social policy in Ontario, 1880–1930.

Prerequisite: Course 1403X and permission of the instructor.
T. J. Wigney, Regular Session

3426X EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN CANADA

A seminar course designed to examine the concepts of political culture and socialization, and to determine their nature and functioning in the Canadian context.
G. L. Caplan, Regular Session

3427X RESEARCH SEMINAR IN EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN CANADA

A research seminar based on topics covered in 3426X. Open only to students taking 3426X in the first term, or by permission of the instructor.
G. L. Caplan, Regular Session

3428X MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: Course 1427X, 1428X, or permission of the instructor.
H. Troper, Regular Session (after hours)

3436X AESTHETICS AND EDUCATION

This course will examine: education as an aesthetic experience; education for appreciation of art; art as education.
Staff, Regular Session

3445X ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; the nature of scientific revolutions.

Prerequisite: Consultation with instructor.
I. Winchester, Regular Session (after hours)

3446X METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester, Regular Session (after hours)

3448X SELECTED PROBLEMS IN THE PHILOSOPHY OF EDUCATION

In 1974/75 this course will concentrate on existentialism, philosophical anthropology, and the notion of dialogue; the relation to phenomenological philosophy. Issues of an existential and phenomenological foundation for an educational anthropology and the role of existentialist thought in education. Concepts of choice, decision, action, self, bad faith, and authenticity; self-realization and awareness of others; dialogue, communicative interaction, and "being-with-others." The limits of educational technologies from the point of view of an existential concept of man.
D. Misgeld, Regular Session (after hours)

3451X METHODOLOGICAL PROBLEMS ARISING IN HISTORY AND SOCIAL SCIENCE EDUCATION

A problem course dealing with current philosophical problems in the areas designated. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry, objectivity in the social sciences, the notion of causality, the nature of creativity and its relation to the "logic" of discovery, reasoning procedures in the social sciences, validation procedures, the nature of cognitive structures, and the teaching

of cognitive structures are among those to be considered.
J. A. Eisenberg, Regular Session (after hours)

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

3452XL INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: PUBLIC EDUCATION AND THE RED TORY IN CANADA

This course will consider the Canadian conservative and protest traditions since World War II with particular reference to the thought of George Grant.
R. Davis, Regular Session (after hours)

3453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453X, but at the doctoral level.

3453XL INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: HERMENEUTICS, PSYCHO-ANALYSIS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

This course will develop an interpretive approach toward a theory of verbal communication with reference to educational norms, ideals, and institutions. Attention will be given to the humanistic tradition and the function of rhetoric in moral and political education. The relation between causal explanation, interpretive understanding, and critical reflection will be discussed with special reference to psychoanalysis and a historically oriented critical theory of society.
D. Misgeld, Regular Session (after hours)

3454X PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.
Staff, Regular Session

3464X PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular geographical area.
G. L. Caplan, Regular Session (after hours)

3490 ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation

and criticism of students' thesis/project proposals and progress reports.
Staff, Regular Session

3494X ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff, Regular Session

3495X ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494X.
Staff, Regular Session

Measurement and Evaluation

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Associate Professor and Chairman of the Department
(scaling theory and analysis of categorical data)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(measurement for guidance and counseling)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

* DONALD F. BURRILL, *Ph.D (Cornell)*
Assistant Professor
(computer aspects of measurement; data analysis)

DOUGLAS C. CAMPBELL, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed from Curriculum

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor, cross-appointed to Educational Planning
(English test development; teacher education strategies for educational policies for developing countries)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development; tailored testing; simulation techniques for evaluating problem-solving)

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies and to Educational Planning
(contemporary development of all aspects of education in the Province of Ontario)

DOROTHY M. HORN, *Ed.D. (Columbia)*
Assistant Professor
(mathematics test development)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of Field Development

ROSS E. TRAUB, *Ph.D. (Princeton)*
Associate Professor
(educational measurement and evaluation)

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed to Curriculum
(evaluation of educational technology and programs)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

PROGRAMS OF SPECIALIZATION

The basic goal of the department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory, and to prepare them to utilize methodology and theories in the area of evaluation. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.Ed. students must take at least four of the half-courses required for the M.Ed. degree within the department.

M.A. students must take four of the six half-courses required for the M.A. degree within the department. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this department they are advised to take the following courses: 1604X, 1670X, 1680X, and 3666X. These courses do not necessarily have to be taken during the M.A. year, but a student must have finished them, or their equivalent, before completion of the Ph.D. degree.

Ph.D. students must take at least four 3600-level courses, with 3666X possibly serving as one.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer-programming techniques. Successful completion of 1520X will be one way of satisfying the computer-programming requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

The department offers an evaluation program for M.Ed. students, consisting of 1360X, 1610X, 1615X, 1666X, and 3610X. This program will help meet the increasing need for well-prepared practitioners in the field of education. Guidance of the students in this program will be provided by the department's Educational Evaluation Center staff.

Further information is given in a brochure that can be obtained from the department.

The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1974 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1974/75 Regular Session, both off-campus and on-campus.

COURSES

Courses at the 1600 level are generally considered introductory, while those at the 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses, or that master's students cannot take 3600-level courses.

Note: (*a*) From time to time, Measurement and Evaluation offers short non-credit courses in descriptive statistics, matrix algebra, calculus, and other topics, to provide students with the desirable background. Please consult this department or the timetable (*Schedule of Graduate Courses*) for current offerings.

(*b*) A prior knowledge of elementary statistics is beneficial in some of the introductory courses. If a student taking 1610X, 1611X, or 1660X does not have this background, he is advised either to attend a non-credit course in descriptive statistics as mentioned in Note (*a*) or to make other arrangements to acquire this knowledge.

1604X ELEMENTS OF TEST THEORY

Classical test theory, validity and prediction theory, item analysis and test assembly, scoring and equating.

Desirable background: Completion of or concurrent registration in 3666X.

R. E. Traub, Regular Session (after hours)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: See Note (*b*).

A. Even, Regular Session (after hours)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: See Note (*b*).

S. A. Alvi, *W. G. Fleming*, and *S. B. Khan*, Summer Session and Regular Session (daytime and after hours)

1615X TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments.

This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610X and 1666X, or equivalents (or concurrent registration in these courses).
J. Weiss, Summer Session and Regular Session (after hours)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: Permission of the instructor concerned.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The specific content will depend on current issues. Emphases are on the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside. This course is seen as being complementary to 1358X in the Department of Curriculum.

Prerequisite: Permission of the instructors.
V. R. D'Oyley and *H. H. Russell*, Summer Session and Regular Session (after hours)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: Descriptive statistics.
D. C. Campbell and *M. D. Ellis*, Summer Session and Regular Session (after hours)

1664X MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.
R. P. Bhargava, Regular Session (daytime)

1666X ELEMENTS OF STATISTICS

A brief review of descriptive statistics, including simple correlation and regression, probability distributions, sampling distributions, expectations and moments, inference about population parameters, basic principles of experimental design and one-way

analysis of variance, and multiple comparison procedures.
D. F. Burrill and staff, Summer Session and Regular Session (daytime and after hours)

1670X ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.
R. P. McDonald, Regular Session (after hours)

1675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (after hours)

1677X ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and beliefs systems, theories of attitude formation and change, discussion of selected measurement techniques, review of selected empirical research on attitude change and its relevance for education.
S. B. Khan, Regular Session (after hours)

1680X ELEMENTS OF SCALING

Derivation of rational measurements from a wide variety of data such as ranking, "yes-no," multiple-choice, paired comparison, and contingency tables.

Desirable background: 1666X.
S. Nishisato, Regular Session (after hours)

3602X ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1974/75)

3605X ADVANCED TEST THEORY

Alternative models to the classical test theory model (e.g., models for non-parallel tests, binomial error models, latent trait models), matrix sampling, considerations derived from decision theory, and programmed testing.

Desirable background: 1604X and 3666X.
R. E. Traub, Regular Session (daytime; offered in 1974/75 and alternate years)

3608X PERSONALITY MEASUREMENT

Examination of methodologies and problems in the construction of personality tests, test standards, response styles, problems in measuring particular personality characteristics, actuarial prediction, statistical methods of decision-making in selection and personality assessment, and the ethics of personality assessment.

Prerequisite: Permission of the instructor.
Staff (offered as required)

3610X EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.
M. W. Wahlstrom, Regular Session (daytime; alternate years; not offered in 1974/75)

3637X ADVANCED SCALING THEORY

Emphasis on rigorous statistical bases for such scaling procedures as optimal scaling, current Thurstonian scaling, and multidimensional scaling.

Desirable background: 1680X and 1675X.
S. Nishisato, Regular Session (daytime; alternate years; not offered in 1974/75)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652X, but at the doctoral level.

Prerequisite: Permission of the instructor.

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666X, or equivalent, or permission of the instructors.
R. P. Bhargava and *D. F. Burrill*, Summer Session and Regular Session (daytime and after hours)

3667X ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.

R. P. Bhargava, Regular Session (offered in 1974/75 and alternate years)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisites: 1664X and 3667X, or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.

R. P. Bhargava, Regular Session (daytime; alternate years; not offered in 1974/75)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

Staff, Regular Session (offered in 1974/75 and alternate years)

3676X THE STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory, and relations to nonmetric models.

Prerequisites: 3602X and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602X.

R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1974/75)

The following courses might also be of special interest to students in Measurement and Evaluation:

Applied Psychology: 1205X
Computer Applications: 1520X
Curriculum: 1305X, 1360X, 3302X

Sociology in Education

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Associate Professor and Chairman of the Department, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

THOMAS C. CORL, *M.A. (Princeton)*
Lecturer
(education and class structure; education and equality; research methods; program evaluation; and policy analysis)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, cross-appointed to the Office of the Coordinator of Research and Development Studies
(classroom interaction; socialization; policy and program development; social change; general theory)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Assistant Professor
(alternative educational and social futures; cross-national studies of educational, socioeconomic, and political development; political elites and cultural revolution; theory building)

FRANK V. MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

VANDRA L. MASEMANN, *Ph.D. (Toronto)*
Assistant Professor
(anthropology of education: cross-cultural studies in socialization; immigrant adaptation to educational systems; vocational education and the labor market; female educational aspirations)

DAVID B. NOLLE, *M.A. (Vanderbilt)*
Lecturer
(effects of family and school factors on educational aspirations and attainment processes; changes in attitudes toward family, school, and self during adolescence)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(interpretive analysis of normal practices for organizing knowledge; video field study of everyday routines in schools; sociological theories in education)

* W. GORDON WEST, *M.A. (Northwestern)*
Lecturer
(participant observation field methods;

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

adolescent cultures and deviant behavior; occupational roles in socializing institutions)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto)*
Project Director in Sociology in Education

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed., which may be taken on a part-time basis. These programs include courses in Sociology in Education as listed on the following pages, together with courses designed with the individual according to his or her interests and/or related courses in other departments in the School of Graduate Studies as well as within the Institute.

The department is currently offering some sections of existing courses off-campus in Timmins. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1974 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1974/75 Regular Session.

This department welcomes applicants with diverse but relevant backgrounds, which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairman, or the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests and at least one sample of their written work, in addition to the general requirements for assessment of admissibility, as outlined on pages 21 to 28. All part-time M.Ed. students must commence their program by taking 1900X.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. A. Effrat.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program but suitable for others completing a prerequisite year. Sociological perspectives are illustrated in application to current educational issues and settings, with a special emphasis on Canadian content and data.
Staff, Regular Session (after hours)

1902X DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session

1903X THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of minority religious and ethnic groups in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the problems of bilingual and separate schools in Ontario.
Staff, Regular Session (after hours)

1904X SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
D. B. Nolle, Regular Session (after hours)

1906X SPECIALISTS IN THE SCHOOL SYSTEM

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other helping professionals in the educational system. Concepts and principles from the sociology of organizations, professions, and face-to-face interaction will be used. Reading, class discussions, and individual research are the main requirements of the course.
F. Maidman, Regular Session (after hours)

1907X FAMILY SOCIALIZATION AND EDUCATIONAL PERFORMANCE

This course involves a critical review of existing literature on the family as related to educational performance. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children, and to data from a study of Canadian families.
F. Maidman, Regular Session (after hours)

1908X SOCIOLOGY OF CLASSROOM INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.

A. Effrat (may not be offered in 1974/75)

1909X PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting/rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open schools, team teaching, nongrading) and their implications for the various school personnel.

M. Fullan, Regular Session (after hours)

1919X SOCIOLOGY OF TEACHER TRAINING

An examination of alternative approaches to teacher training, with the focus on Ontario. This will include the nature of preservice, inservice, and graduate training in terms of the requirements and expectations of the role of the teacher in modern school settings.

Staff (not offered in 1974/75)

1928X THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way knowledge is organized by scientists, artists, and educationists in their normal everyday routines. Seminars include a review of background literature in interpretive sociology and the social construction of reality, as well as case studies in science, art, and education as a basis for individual research projects involving field work or the analysis of historical and contemporary documents.

R. J. Silvers, Regular Session

1929X THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analyzed, as well as the implications of parental involvement in the school for the social organization of the school.

Staff, Regular Session (after hours)

1935X FUTURE SOCIETIES AND EDUCATION

An introduction to comprehensive ways of thinking about the future. Topics will include: (*a*) the ways in which values affect thinking about possible and probable futures, (*b*) conceptual models for thinking about future social action, (*c*) techniques for speculating about educational and social futures, and (*d*) a critical review of existing scientific and literary studies of the future. Alternative educational futures will be emphasized throughout the course.

D. W. Livingstone, Regular Session (after hours)

1940X COMPARATIVE EDUCATION: THEORIES OF EDUCATIONAL DEVELOPMENT

This course will be an overview of systems of education, both formal and informal, in societies of varying levels of complexity. The concept of development will be examined in relation to educational systems and societies. Theories of social change will be discussed with reference to changes in educational systems, especially in Third World societies. Case studies will illuminate the processes of educational development as related to economic and political processes.
V. L. Masemann, Regular Session

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960X INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.
Staff, Regular Session

1962X SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session

1970X SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
R. J. Silvers, Regular Session

1972X EDUCATION AND THE SOCIOLOGY OF WOMEN

An examination of the social position of women in present-day society. Major fields explored will be sex differences in socialization, educational aspirations, and achievement; women in the labor force.
Staff, Regular Session (after hours)

1984X SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1996X THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.
Staff (not offered in 1974/75)

3900X SOCIOLOGY OF SCHOOL SYSTEMS

Concepts and theories of social systems will be used to examine educational institutions and their component parts. Both theoretical schemes and empirical materials will be used to illuminate six major areas of concern: the societal context of school systems, the goals and socialization functions of schools, social mobility and opportunity structures, organizational dynamics and school system control, occupational roles and the dynamics of work, and peer group social structures.
Staff (not offered in 1974/75)

3901X SOCIOLOGICAL FIELD RESEARCH METHODS IN EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
W. G. West, Regular Session

3902X EDUCATIONAL SYSTEMS AND THE LABOR MARKET

This course is concerned with the integration between educational systems and the labor market, at both the institutional and social psychological levels. The impact on individual educational and occupational experiences will be assessed. The following content areas will be examined: the general structure of the Canadian labor force; changes in the base of recruitment to university, and changes in postsecondary curricula; and the problem of estimating the costs and benefits of different educational strategies.
E. B. Harvey (not offered in 1974/75)

3911X PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems, dilemmas, and techniques of the roles of change agents in educational change. Each member of the class will become involved in some particular practical problems with some aspect of the educational system in Ontario (e.g., parent involvement in a given school) as an experience to increase awareness and develop skills in dealing with real situations.
M. Fullan, Regular Session

3920X SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories, with emphasis upon individual agents of socialization inside and outside the school.
V. L. Masemann, Regular Session (after hours)

3925X ADOLESCENT DEVIANCE AND THE SCHOOLS

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.
W. G. West, Regular Session (after hours)

3930X INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of (*a*) developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and (*b*) increasing understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3935X REVOLUTIONARY MOVEMENTS AND EDUCATION

A sociological analysis of current and historical revolutionary movements with particular attention to their educational programs. Objectives, strategies, and accomplishments will be scrutinized in comparative perspective. Special emphasis will be given to the relevance to Canadian society of the works of such current revolutionary educators as Paulo Freire and Danilo Dolci.
D. W. Livingstone, Regular Session

3950X RESEARCH SEMINAR IN THE SOCIOLOGY OF HIGHER EDUCATION

Two major areas of content are linked with the two major aims of the course. The first involves a range of largely empirical materials concerning college and university students, with special emphasis on an understanding of the sociological dynamics of college life and its impact on career decisions, academic success, satisfaction, eventual graduation, etc. The second involves the empirical analysis of data on college students.
Staff, Regular Session

3952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3960X ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic nonexperimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.
D. B. Nolle, Regular Session

3970X ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

A seminar organized as a theory

workshop to develop sociological theory applications to education.
E. B. Harvey and staff (may not be offered in 1974/75)

3984X SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION
Description as for 1984X, but at the doctoral level.
Staff, Regular Session

The following courses might also be of special interest to students in Sociology in Education:

Applied Psychology: 1209X
Curriculum: 1322XR, 1358X
Educational Administration: 1020X, 1022X, 3011X, 3013X
Educational Planning: 1715X

Special Education

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor and Chairman of the Department
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, with special reference to the more efficient utilization of genetic information as manifested in the child's sensitive periods relating to form observation and language acquisition)

* IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; making judgment about children; conceptual assumptions, models of functioning, assessment procedures, applying change and teaching procedures)

MALCOLM GARBER, *Ph.D. (California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications related to cognitive development; effectiveness of early psychomotor intervention programs)

GEORGE ROBB, *M.A. (Aberdeen)*
Lecturer
(gifted children; classroom procedures in special education; early childhood education; assessment and programming; special education in Europe and North America)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

ASSOCIATED INSTRUCTORS:

JOHN B. FOTHERINGHAM, *M.D. (McGill)*
Director of Child Services, North York General Hospital

ERIC W. HOPWOOD, *M.Ed. (Hull)*
Inspector of Special Education, London Borough of Hillingdon, Middlesex, England

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., and Ph.D. degrees. The M.A. and Ph.D. programs require full-time study; the M.Ed. program may be taken on a part-time basis. For further information please contact the Departmental Graduate Studies Academic Secretary.

General Note:

A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible, it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet his needs.

Note on Admission Deadlines

Prospective applicants for 1975/76 are asked to note that the application deadline for all prospective candidates for the Department of Special Education, *part-time* and *full-time,* to all programs, *for both Summer Session and Regular Session*, will be March 15, 1975.

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. The core curriculum consists of:

1280X	Exceptional Children and Youth
1288X	Seminar and Practicum in Special Education
1292X	Psychoeducational Assessment and Programming for Exceptional Children
1293X	Interpretation of Research in Special Education

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which comprise the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have undertaken at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses will be required in addition to the regular degree program:

1200X Introduction to Educational Psychology
1201X Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent. Since employment opportunities for students who complete a Master of Arts degree without teacher certification are becoming increasingly limited, the enrollment in the M.A. program has been decreased and there has been an increased emphasis on the M.Ed. program. Therefore, there will only be a limited number of M.A. students admitted.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in special education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also expected to participate in colloquia and informal research meetings organized by this department.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or their equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program. Ordinarily the Department of Special Education does not accept students into two-year M.A. programs.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Department of Special Education is currently reviewing the program for the Doctorate of Education (Ed.D.) with specialization in Special Education. General information about the Ed.D. can be found on pages 26 to 27 of this Bulletin. For further information contact Mr. I. Davidson of this department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 28 and 29, the student and his advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. Such a program would involve a broad study of special education, with two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.
W. R. Callaway and staff, Summer Session and Regular Session

1281X THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling.
D. Shipe, Regular Session. Associated instructors, Summer Session

1282X THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counseling of parents and pupils.
Associated instructors, Summer Session

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
G. Robb, Regular Session

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and

young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285X CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
W. R. Callaway and *J. R. Kershner*, Regular Session. Associated instructors, Summer Session

1287X RECENT ADVANCES IN MENTAL RETARDATION

(not offered in 1974/75)

1288X SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
I. Davidson and *G. Robb*, Summer Session and Regular Session

1289X SEMINAR: SPECIAL EDUCATION FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems, and of special programs for them. Open only to students enrolled in the School Psychology program of the Department of Applied Psychology.
H. Silverman (alternate summer sessions; not offered in 1974)

1291 SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken.

It is anticipated that in the 1975 Summer Session this course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.
Staff (alternate summer sessions; not offered in 1974)

1292X PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to

programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critically analyzing assessment procedures including tests, typical reports, writing psychoeducational reports, and developing a clear theoretical framework within which to develop sound procedures and/or an understanding of what they should be. The course does not attempt to teach students how to conduct psychoeducational appraisals, although some experience in this will be considered essential.
I. Davidson and *G. Robb*, Summer Session and Regular Session

1293X INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and staff, Summer Session and Regular Session

1295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

3280X SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.
J. R. Kershner, Regular Session

3281X RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and his life situation that bear upon school placement and achievement, and subsequent life success.
D. Shipe, Regular Session (offered as required)

3283X RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

W. R. Callaway, Regular Session (offered as required)

3284X RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

M. Garber, Regular Session

3285X RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

H. Silverman, Regular Session

3287X RESEARCH SEMINAR: THE FAMILY AND THE HANDICAPPED CHILD

Staff (not offered in 1974/75)

3292X ADVANCED PSYCHO-EDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal, including a variety of procedures such as testing, and emphasizing both appropriate programming for individual children, classes, or even systems, and the advising of teachers in special education. Practicum work of an intensive nature will be involved. Theoretical issues will be pursued, at an individual as well as a group level, in order to encourage students to develop sophisticated understanding of the problems inherent in making judgments about children.
I. Davidson, *G. Robb*, and *D. Shipe*, Regular Session

3295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295X, but at the doctoral level.

Higher Education Group

* **EDWARD F. SHEFFIELD**, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island) Professor of Higher Education, University of Toronto, and Chairman of the Higher Education Group, cross-appointed to Adult Education, OISE*
(effective teaching at the university level; diffusion of patterns in higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State) Associate Professor of Higher Education, University of Toronto, and Director of Research of the Council of Ontario Universities, cross-appointed to Educational Planning, OISE*
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

ROBIN S. HARRIS, *Ph.D. (Michigan) Professor of Higher Education and University Historian, University of Toronto, cross-appointed to Adult Education, OISE*
(history of Canadian higher education in general and of the University of Toronto in particular)

JOHN B. MACDONALD, *Ph.D. (Columbia), LL.D. (Manitoba), LL.D. (Simon Fraser), D.Sc. (British Columbia), Professor of Higher Education, University of Toronto, and Executive Director of the Council of Ontario Universities*
(management and organization of systems of postsecondary education; national policy with respect to research, particularly scientific research)

Note: The Offices of the Higher Education Group are at 158 St. George St., Toronto M5S 1A1. (Telephone: 928-7279)

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields of specialized study within the Department of Educational Theory but the staff members form the Higher Education Group in the University of Toronto, rather than a department in The Ontario Institute for Studies in Education.

Courses in higher education are designed for students pursuing one of three types of careers:

(*a*) Those who are or hope to be engaged in administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education.

(*b*) Those who are or hope to be

* Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed.

teachers in institutions of higher education. While taking their major subject courses in the discipline in which they propose to teach, these students may wish to take a course in higher education as a minor subject in order to become more familiar with the setting in which they will be serving.

(*c*) Those for whom higher education is related to a primary interest in such fields as adult education, educational planning, the history of education, the economics of education, the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 21 to 29 of this Bulletin. These, in turn, incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates if they have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of his graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the

Coordinator of Graduate Studies or from the Chairman of the Higher Education Group.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student who, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent should include four half-courses or the equivalent in Higher Education, at least two of which should be courses related to the history or philosophy of higher education; and four other half-courses, at least two of which should be in the Department of Educational Theory while two may be in another graduate department of the University. These choices should be made in consultation with the student's faculty advisor. The student who is required to take ten half-courses should include at least two half-courses in educational foundations (see *Background* above) as well as following the pattern outlined for the regular M.Ed. program. No thesis is required.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Of the six half-courses or the equivalent required for the M.A., four should be in Higher Education, including two related to the history or philosophy of higher education. The other two may be in the Department of Educational Theory or another graduate department of the University. Choices should be made in consultation with the student's faculty advisor. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on page 26 of this Bulletin, the Higher Education Group specifies the following:

(*a*) A University of Toronto M.Ed. or an M.A. in Educational Theory with specialization in Higher Education, or the equivalent;

(*b*) At least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;

(*c*) When possible, the selection procedure will include a personal interview with the candidate.

Program and Pattern of Study

(*a*) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject) and two other half-courses or the equivalent in *each of two* minor subjects. At least one of the minor subjects must be in a graduate department other than Educational Theory.

(*b*) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.

(*c*) A minimum of two consecutive terms of full-time study: Fall plus Winter *or* Winter plus Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses or the equivalent beyond the relevant M.A. degree, or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject) and two other half-courses in *each of two* minor subjects. At least one of the minor subjects must be in a graduate department other than Educational Theory. In some cases, depending on the student's total background of study, some credit toward the major subject or one of the minor subjects may be allowed for courses previously undertaken in the M.A. program.

A thesis is required.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38. *Students are required to obtain concurrence of the instructor before enrolling for a course.*

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1920. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
R. S. Harris, Regular Session (offered in 1974/75 and alternate years)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of some of the many issues that have been characteristic of higher education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided.
E. F. Sheffield and colleagues, Regular Session

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. Some international comparisons will be attempted.
E. F. Sheffield and colleagues, Regular Session (offered in 1974/75 and alternate years)

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions

of research and community service.
R. S. Harris (alternate years; not offered in 1974/75)

1809X DECISION-MAKING PROCESSES IN THE UNIVERSITY

A study of decision-making processes in universities through examination of the typology of decision-making; the roles and responsibilities of individuals, groups, and organizational units; the analysis of illustrative cases and present practices.
B. L. Hansen and *J. B. Macdonald*, Regular Session (offered in 1974/75 and alternate years)

1811 CURRICULUM, TEACHING AND LEARNING IN INSTITUTIONS OF HIGHER EDUCATION

An opportunity to explore aspects of curriculum planning and development, teaching roles and methods, and the learning process.
E. F. Sheffield and colleagues (alternate years; not offered in 1974/75)

1813X RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
J. B. Macdonald and *B. L. Hansen*, Regular Session (alternate years; not offered in 1974/75)

1852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852X, but at the doctoral level.

A candidate's faculty advisor may approve a course in another department in lieu of a course in Higher Education. Such approval should be recorded with the Higher Education Group and also with the Office of the Coordinator of Graduate Studies.

The following courses might also be of special interest to students in Higher Education:

Educational Administration: 1032X
Educational Planning: 1719X, 3704X
Sociology in Education: 1928X, 3950X

Note: For details of the following courses, which are offered by Departments other than Educational Theory, see School of Graduate Studies Calendar:

Economics: 2800, 2803X
Medieval Studies: 1412
Sociology: 2002

Academic Staff

(As of January 1, 1974)

ABBEY, DAVID S.
Adult Education

ALEXANDER, WILLIAM E.
Educational Planning

ALVI, SABIR A.
Measurement and Evaluation

ARNHEIM, RUDOLPH*
Applied Psychology

BECK, CLIVE M.
History and Philosophy of Education

BEREITER, CARL
Applied Psychology

BERK, LEONARD
Curriculum

BHARGAVA, RAGHU P.
Measurement and Evaluation

BLUM, MARY*
Applied Psychology

BREHAUT, WILLARD
History and Philosophy of Education

BRENT, EDMUND
Curriculum

BRISON, DAVID W.
Applied Psychology

BROWN, ALAN F.
Educational Administration

BRUNDAGE, DONALD H.
Adult Education

BURRILL, DONALD F.
Measurement and Evaluation

CALLAWAY, WEBSTER R.
Special Education

CAMPBELL, DOUGLAS C.
Curriculum

CAPLAN, GERALD L.
History and Philosophy of Education

CARLOW, CHESTER D.
Curriculum

CHAPMAN, SAMUEL L. G.*
Educational Administration

CHRISTENSEN, CLIFFORD M.
Applied Psychology

CHURCHILL, STACY
Computer Applications

CISTONE, PETER J.
Educational Administration

CONNELLY, F. MICHAEL
Curriculum

CORL, THOMAS C.
Sociology in Education

CRESSY, GORDON*
Sociology in Education

CROFT, JOHN C.
Educational Administration

DAVIDSON, IAIN
Special Education

DAVIE, LYNN E.
Adult Education

DAVIS, JOHN E.
Educational Administration

DAVIS, W. ROBERT
History and Philosophy of Education

D'OYLEY, VINCENT R.
Educational Planning

DRAPER, JAMES A.
Adult Education

DUDECK, J.*
Applied Psychology

EFFRAT, ANDREW
Sociology in Education

EISENBERG, JOHN A.
History and Philosophy of Education

ELLIS, M. DORMER
Adult Education

EVEN, ALEXANDER
Measurement and Evaluation

FARQUHAR, ROBIN H.
Educational Administration

FARRELL, JOSEPH P.
Educational Planning

FENIGSTEIN, HENRY*
Applied Psychology

FLEMING, W. GERALD
Measurement and Evaluation

FLOWER, GEORGE E.
Educational Administration

FOTHERINGHAM, JOHN B.*
Special Education

FOWLER, WILLIAM
Applied Psychology

FREEDBERG, EDMUND J.*
Applied Psychology

FRIEDMAN, RONALD J.
Applied Psychology

FULLAN, MICHAEL
Sociology in Education

GAMLIN, PETER
Applied Psychology

GARBER, MALCOLM
Special Education

GARRY, RALPH
Curriculum

GRAHAM, DONALD M.*
Educational Administration

GREENFIELD, T. BARR
Educational Administration

GRIFFIN, VIRGINIA R.
Adult Education

GUTTMAN, MARY A. JULIUS
Applied Psychology

HANDA, MADAN L.
Educational Planning

HANSEN, BERTRAND L.
Higher Education

HARRIS, ROBIN S.
Higher Education

HARVEY, EDWARD B.
Sociology in Education

HENDERSON, S. B. KENT
Applied Psychology

HERBERT, JOHN
Curriculum

HOCKLEY, JAMES S.
History and Philosophy of Education

HOLLAND, JOHN W.
Educational Planning

HOPWOOD, ERIC W.*
Special Education

HORN, DOROTHY M.
Measurement and Evaluation

HOUSE, JOHN H.
Educational Administration

HUMPHREYS, EDWARD H.
Educational Planning

HUNT, DAVID
Applied Psychology

HUSTON, HAROLD W.
Adult Education

IRELAND, DAVID S.
Applied Psychology

JACKSON, ROBERT W. B.
Computer Applications

JACOBS, MICHAEL†
Applied Psychology

KERSHNER, JOHN R.
Special Education

KHAN, SAR B.
Measurement and Evaluation

KIDD, J. ROBY
Adult Education

LANDAU, BARBARA†
Applied Psychology

LAWTON, STEPHEN B.
Educational Administration

LAXER, ROBERT M.
Applied Psychology

LAZAR, LEO*
Special Education

LEITHWOOD, KENNETH
Curriculum

LEVIN, MALCOLM A.
Educational Administration

LINDSAY, PETER H.
Computer Applications

LIVINGSTONE, DAVID W.
Sociology in Education

LONG, J. ALAN
Applied Psychology

MACDONALD, JOHN B.
Higher Education

MACHRY, JOHN†
Applied Psychology

MACLEOD, BETTY B.
Educational Planning

MAIDMAN, FRANK V.
Sociology in Education

MASEMANN, VANDRA L.
Sociology in Education

MCCARTHY, JOHN R.
Educational Administration

MC DIARMID, GARNET L.
Curriculum

MC DONALD, RODERICK P.
Measurement and Evaluation

MC INNES, JOHN A.
Curriculum

MC LACHLAN, JOHN†
Applied Psychology

MC LEAN, LESLIE D.
Computer Applications

MC LEAN, ROBERT S.
Computer Applications

MIEZITIS, SOLVEIGA
Applied Psychology

MILLER, JOHN
Curriculum

MISGELD, DIETER
History and Philosophy of Education

MUSELLA, DONALD F.
Educational Administration

MYERS, DOUGLAS
History and Philosophy of Education

NARROL, HARVEY G.
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NASH, B. CHRISTINE
Applied Psychology

NISHISATO, SHIZUHIKO
Measurement and Evaluation

NOLLE, DAVID B.
Sociology in Education

O'BRYAN, KENNETH G.
Applied Psychology

OGSTON, DONALD G.
Applied Psychology

OLIVIER, WILLIAM P.
Computer Applications

OLSEN, E. CHRISTOPHER
History and Philosophy of Education

OLSON, DAVID R.
Applied Psychology

ORME, MICHAEL
Applied Psychology

PADRO, SUSAN
Educational Planning

PAITICH, DANIEL†
Applied Psychology

PALEF, SANDRA R.
Applied Psychology

PASS, LARRY E.
Applied Psychology

PIERCE, RICHARD*
Computer Applications

POPP, LEONARD
Curriculum

PROUD, DONALD W.†
Applied Psychology

PRUETER, KENNETH F.
Curriculum

QUARTER, JACK
Applied Psychology

QUAZI, SAEED*
Educational Planning

RAGSDALE, RONALD G.
Computer Applications

RAINSBERRY, FREDERICK B.
Curriculum

RAWSON, HILDRED
Curriculum

REGAN, ELLEN M.
Curriculum

RENNER, VIVIAN
Applied Psychology

RIDEOUT, E. BROCK
Educational Administration

RIDGE, F. GERALD*
Educational Planning

ROBB, GEORGE
Special Education

ROBBINS, MELVYN P.
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ROBERTS, DOUGLAS A.
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ROBINSON, FLOYD G.
Curriculum

ROTHMAN, ARTHUR I.
Measurement and Evaluation

RUSSELL, H. HOWARD
Curriculum

RYAN, DORIS W.
Educational Administration

SCOTT, J. GLENN
Educational Administration

SELINGER, ALPHONSE D.
Educational Administration

SHEFFIELD, EDWARD F.
Higher Education

SHIPE, DOROTHY
Special Education

SILVER, HARVEY A.*
Adult Education

SILVERMAN, HARRY
Special Education

SILVERS, RONALD J.
Sociology in Education

SIMON, ROGER I.
Educational Administration

SMITH, FRANK
Curriculum

STERN, HANS H.
Curriculum

STINSON, ROBERT H.
Curriculum

SULLIVAN, EDMUND V.
Applied Psychology

SWAIN, MERRILL K.
Curriculum

THOMAS, ALAN M.
Adult Education

TOUGH, ALLEN M.
Adult Education

TRACZ, GEORGE S.
Educational Planning

TRAUB, ROSS E.
Measurement and Evaluation

TROPER, HAROLD M.
History and Philosophy of Education

TUCK, JAMES A.*
Special Education

VAN MANEN, MAX J.
Curriculum

WAHLSTROM, MERLIN W.
Measurement and Evaluation

WALL, ERNEST R.
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WATSON, CICELY
Educational Planning

WEES, WILFRED
Curriculum

WEININGER, OTTO
Applied Psychology

WEISER, JOHN C.
Applied Psychology

WEISS, JOEL
Curriculum

WEST, W. GORDON
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WILLIAMS, THOMAS R.
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WILSON, DAVID N.
Educational Planning

WINCHESTER, IAN
History and Philosophy of Education

WOLFE, RICHARD G.*
Computer Applications

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Applied Psychology

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* Associated Instructor
† Counseling Internship Supervisor

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Measurement and Evaluation	*8*
Sociology in Education	*6*
Special Education	*4*

INQUIRIES

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

OISE BULLETIN 1975/76

Graduate Degrees in Education
University of Toronto/The Ontario Institute
for Studies in Education

OISE Bulletin 1975/76

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

The student should bring this Bulletin when he registers. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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Academic Calendar

1975

February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1975/76 Regular Session (full-time students only)
February 15	Deadline for course changes in second half-year
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for receiving Application for Admission forms for the 1975 Summer Session
March 21–27	Midwinter break in the Ontario school system (OISE classes canceled)
March 28	Good Friday (offices closed, classes canceled)
March 31	Easter Monday (offices closed, classes canceled)
April 11	Last day of lectures, Regular Session
April 14–17	Examinations, Regular Session
April 25*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at Spring Convocation
May 1	Application for Admission forms for the 1975/76 Regular Session available from this date (part-time students only)
May 5†	Deadline for final oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 19	Victoria Day (offices closed)
May 30	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
June	Spring Convocation (to be announced)
June 10	Final date for receiving Application for Admission forms for the 1975/76 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1975/76 Regular Session. Maximum enrollment may be reached in some classes before this date.
July 1	Official commencement of the University year
July 1	Dominion Day (offices closed)

July 2	Summer Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for M through Z
July 3	First day of lectures, Summer Session
July 4	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged.
July 15	Deadline for course changes in Summer Session
August 4	Civic Holiday (offices closed, classes canceled)
August 13	Last day of lectures, Summer Session
August 14, 15	Examinations, Summer Session
September 1	Labour Day (offices closed)
September 8	Regular Session Registration, 10:00 a.m. to 1:00 p.m. (full-time students only)
September 13	Regular Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for M through Z (part-time students only)
September 16	Lectures begin
September 17	Fees: Any student registered in the Regular Session whose fees are not received at the Comptroller's Office by this date must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20.
October 10*	Final date for submitting recommendations for M.A., M.Ed. and Ed.D. degrees to be awarded at Fall Convocation
October 13	Thanksgiving Day (offices closed, classes canceled)
October 24*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 25†	Deadline for final oral examinations for Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 1	Fees: If fees for the Regular Session remain unpaid as of this date, the student will be considered as having withdrawn.
November 15	Deadline for course changes in first half-year
December 15	Last day of lectures of first half-year courses
December 16, 17	Examinations in courses completed in the first half-year of the Regular Session

1976

January 5	Courses for the second half-year of the Regular Session begin
January 15	Final installment of M.A. and Ph.D. fees (without further notice)
January 23*	Final date for students who hold dual registration as candidates for both master's and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 23*	Final date for reclassification of Special Students to degree candidacy
January 23*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at the February meeting of the Governing Council
January 31†	Deadline for final oral examinations for Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1976/77 Regular Session (full-time students only)
February 15	Deadline for course changes in second half-year
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for receiving Application for Admission forms for the 1976 Summer Session
March	Midwinter break in the Ontario school system (dates to be announced for cancellation of OISE classes)
April 9	Last day of lectures, Regular Session
April 12–15	Examinations, Regular Session
April 16	Good Friday (offices closed)
April 19	Easter Monday (offices closed)
April 26*	Final date for submitting recommendations for M.A., M.Ed., and Ed.D. degrees to be awarded at Spring Convocation
May 1	Application for Admission forms for the 1976/77 Regular Session available from this date (part-time students only)
May 5†	Deadline for final oral examinations for Ph.D. degrees to be conferred at Spring Convocation
May 24	Victoria Day (offices closed)
May 31	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies

June	Spring Convocation (to be announced)
June 10	Final date for receiving Application for Admission forms for the 1976/77 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1976/77 Regular Session. Maximum enrollment may be reached in some classes before this date.

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* The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date. This allows for processing and forwarding the necessary documentation.

† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is charged with responsibilities both as a graduate school of education and as a research and development institute in the field of education, including activities for the dissemination of the results of educational studies. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the center of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The air-conditioned OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the new Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6,000 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrollment numbers about 500, of whom more than half are candidates for doctoral degrees.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up six standing committees to recommend policy in the areas of budget, graduate studies, research and development, media and communications, administrative services, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

   Office of the Coordinator of
   Graduate Studies, OISE,
   252 Bloor St. W.,
   Toronto, Ontario M5S 1V6,

   addressing this request, according to the proposed field of specialization, to the advisor indicated below:

   Professor Sabir A. Alvi
   - Applied Psychology
   - Measurement and Evaluation
   - Special Education

   Professor Donald H. Brundage
   - Adult Education
   - Higher Education
   - Sociology in Education
   - Interdepartmental

   Professor Stephen B. Lawton
   - Computer Applications
   - Curriculum
   - Educational Administration
   - Educational Planning

   Professor J. Glenn Scott
   - History and Philosophy of Education

2. Requests for evaluation of admissibility should be accompanied by the following:
   (*a*) *three* official transcripts, bearing marks attained, of all undergraduate and graduate study to date;
   (*b*) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;
   (*c*) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);
   (*d*) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);
   (*e*) two letters of reference to support the application: use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from the advisors referred to under (1) above;
   (*f*) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(*g*) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice. *Note:* Students from outside Canada whose mother tongue is not English must take an English language test. See page 7.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 12 to 13). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. At the same time, the Institute will ask the School of Graduate Studies to send the student a set of School of Graduate Studies Application for Admission forms. These, together with an application fee of $10 (Canadian funds), should be returned *not* to the Institute, but to:

   The Secretary,
   School of Graduate Studies,
   University of Toronto,
   65 St. George St.,
   Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all full-time degree programs must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1975/76 Session, which starts in September. Many students accepted to a program may wish, or be expected, to commence in the 1975 Summer Session. At the time of tentative acceptance an applicant who has indicated on his Assessment of Admissibility form that he wishes to commence in the summer will receive Summer Session information.

An M.A. candidate wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If a student is unable to attend the session for which he has been accepted, but wishes to postpone his acceptance to a later session, he must reapply and compete again with all other applicants for the later session.

M.ED. AND ED.D. CANDIDATES

Full-time M.Ed. and Ed.D.
Applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading "M.A. and Ph.D. Candidates." Potential Ed.D. applicants wishing an assessment of admissibility should follow these procedures also.

Part-time M.Ed.
All inquiries pertaining to part-time M.Ed. study and requests for Application

for Admission forms should be addressed to:

Miss M. Hambly,
Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor St. W.,
Toronto, Ontario M5S 1V6

The completed forms should be returned to the Office of the Coordinator of Graduate Studies.

The forms for the 1975 Summer Session will be available February 15 and must be returned before *March 15*.

The forms for the 1975/76 Regular Session for part-time students (daytime and after-hours) will be available the first week in May and must be submitted before *June 10*. (This date is absolutely final for courses to be taken in the second half-year, beginning in January, as well as for those to be taken in the first half-year.)

Part-time M.Ed. applicants are only required to submit items as outlined on pages 3 and 4 under number 2(a), (b), (e), (f), and (g); but in the case of (e), no official forms are needed. Please refer to the departmental sections for possible further documentation and requirements.

Part-time Ed.D.

Applicants must follow the procedures outlined under the subheading "Full-time M.Ed. and Ed.D." Please note that although the Ed.D. may be commenced on a part-time basis, a full year of resident study must be undertaken before completion of the degree.

Special Students cannot receive degree credit for courses taken under this category.

REGISTRATION

Student registration will take place as follows:

FOR THE 1975 SUMMER SESSION:

Wednesday, July 2, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for M through Z.

FOR THE 1975/76 REGULAR SESSION:

DAYTIME STUDENTS

Monday, September 8, at OISE, from 10:00 a.m. to 1:00 p.m.

AFTER-HOURS STUDENTS

Saturday, September 13, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for M through Z.

STUDY IN SUMMER SESSION

While March 15 is the last date for receiving applications for enrollment in the Summer Session, students would be well advised to enroll before that date since enrollment in most classes is limited. On this account, February 15 to March 15 has been established as a period of advance enrollment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the fall by the deadlines they set. Final grades will be mailed to students as early in December as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1975/76 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one half-course. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. Where a student has permission to undertake two half-courses, it should be noted that the following patterns of study would be possible: (*a*) one half-course in each of the two half-years; (*b*) two half-courses that are offered for the full year; (*c*) one full course that is offered for the full year; or (*d*) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second half-year.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-years of the 1975/76 Regular Session.

OFF-CAMPUS COURSES

Beginning with the 1972 Summer Session and continuing with succeeding Regular Sessions, OISE has offered a number of sections of certain courses leading to the existing University of Toronto degree of Master of Education at five off-campus locations: Kitchener, North Bay, Sault Ste. Marie, Sudbury, and Timmins. In addition, two special sections of existing courses were offered at Peterborough during the 1972 Summer Session. During the 1974/75 academic year, a new program of six half-courses offered by three different departments was begun at Orillia for students in central Ontario.

It must be noted that all of the course requirements for the M.Ed. degree cannot be completed through off-campus study; it is our hope, however, that these opportunities for study away from the University of Toronto campus will make it possible for students located at some distance from Toronto to undertake graduate studies in education more readily.

For details and plans concerning the courses likely to be offered at the seven existing off-campus centers during the 1975 Summer Session and the 1975/76 Regular Session, please consult the sections of this Bulletin for the departments of Adult Education, Applied Psychology, Curriculum, Educational Administration, Measurement and Evaluation, and Sociology in Education.

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development Standing Committee. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development in the field.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must pass satisfactorily an English-language test. This must be done before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended, from either of the following:

English Language Institute,
University of Michigan,
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing
Service, Princeton, New Jersey
08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of his university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Office of the Co-ordinator of Graduate Studies, OISE, or from the MAT Officer, Department of Measurement and Evaluation, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested.

A fee of $7.25 (subject to change) is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to the Ontario Institute for Studies in Education.

Only those who have applied or are planning to apply for admission to the Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times:

1975		
January 25	Saturday	2:00 p.m.
February 1	Saturday	2:00 p.m.

March 8	Saturday	2:00 p.m.
March 25	Tuesday	2:00 p.m.
March 27	Thursday	2:00 p.m.
April 3	Thursday	6:15 p.m.
May 13	Tuesday	3:00 p.m.
July 24	Thursday	5:00 p.m.
August 6	Wednesday	9:30 a.m.
November 15	Saturday	2:00 p.m.
December 6	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 928-3401), for permission to take this test. The cost of writing the test at the University of Toronto is $7.25 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examinations are administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE 1974-75 Information Bulletin.* The *GRE Bulletin* also contains information about the nature of the tests, arrangements for taking them, and score reporting procedures. Copies of the *GRE Bulletin* may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540, U.S.A. A registration form and return envelope accompany each *GRE Bulletin.* The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is $10.50 (U.S.).

EXAMINATIONS AND GRADES

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(*a*) The grading system will have a primary classification consisting of A, B, and F. The following meaning is attached to each primary classification:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(*b*) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and — to signify a grading within each class from high to low, and will assign letter grades of A+, A, A—, B+, B, B—, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A—	7 points
B+	6 points
B	5 points
B—	4 points

A course designated with a Z indicates that it will be given a Pass/Fail grade. In addition to letter grades instructors will, at the request of the student, provide the student and the Office of the Coordinator of Graduate Studies with a written appraisal of the student's scholarly performance in a course for inclusion in the student's file. These written appraisals will be made available to external agencies or institutions by the Office of the Coordinator of Graduate Studies only if the student so requests. Conferences between the professor and student concerning the final grade in a course are to be held at the request of either the student or professor.

COURSE CHANGES IN STUDENT PROGRAMS

The deadlines beyond which courses cannot be changed are November 15 for first half-year courses and courses running all year, February 15 for second half-year courses, and July 15 for Summer Session courses. If a course is dropped after these dates it will remain on the transcript as an "Incomplete." There can be no changes – additions, deletions, substitutions – after the above dates. An incomplete grade can only be removed by a passing mark or an "F" (failure) assigned to that course. If a student has a number of incomplete courses he must add others to fulfill the degree requirements.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 65 St. George St., Toronto, Ontario M5S 1A1 (telephone: 928-2383). A fee of $1 is charged and 25¢ for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. Payment must be by certified cheque, money order, or personal cheque, in Canadian funds, made out to the University of Toronto. Fees should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed below, are subject to change by the Governing Council of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students – M.Ed., M.A., Ed.D., Ph.D., and Special Students – $646. This fee includes:

Academic fees	$600
Health Service	$ 12
Graduate Students' Union	$ 14
Hart House	$ 20

Full-time M.Ed. Students
In the case of students accepted into regular eight half-course M.Ed. programs, the academic fee of $600 is divided into two parts, $450 for the Regular Session and $150 (plus a Student Activity Fee of $5) for the Summer Session.

In the case of students accepted into a ten half-course M.Ed. program, the academic fee of $600 will be augmented by the cost of two additional half-courses plus required incidental fees.

It should be noted that regardless of the pattern of undertaking courses the full academic fee for either the eight half-course or the ten half-course M.Ed. program will be levied.

Full-time Ed.D. Students
In the case of Ed.D. candidates commencing their program on a full-time basis, the academic fee is $646 (including $46 for incidental fees).

Ed.D. candidates commencing their program on a part-time basis pay $75 per half-course plus incidental fees. The academic fee for part-time courses will be deducted from the full-time fee when the residence year of full-time study is undertaken.

Full-time M.A. and Ph.D. Students
For an M.A. or Ph.D. student whose program includes a Summer Session following the Regular Session, no additional fee for Summer Session is required beyond the fee of $646 paid for the academic session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, $155 (including a Student Activity Fee of $5) for the Summer Session and $450 for the Regular Session.

Dual Registration Fee for M.A. and Ph.D. Candidates
If a candidate's acceptance into the second

year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $150 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee: M.A., Ed.D., and Ph.D. Candidates
M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

Reregistration Fee: M.Ed. Candidates
M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrollment in the final course(s) must reregister each year until the completion of the degree. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

PART-TIME STUDENTS

One graduate course (including required incidental fees of $19)	$169
Each additional course	$150
One half-course (including required incidental fees of $13)	$ 88

For M.Ed. reregistration fee, see previous column.

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5)	$ 80
Two half-courses (including Student Activity Fee of $5)	$155

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 17, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 4 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

For M.Ed. and Ed.D. candidates, rebate of fees, if any, will be determined by the date of receipt of notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

The Ontario Institute for Studies in Education offers student financial awards to support programs of full-time graduate study.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of his OISE home department.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, addressing this request, according to the proposed field of specialization, to the appropriate advisor indicated on page 3. Completed applications should be submitted before February 1, 1975.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $800 per term, plus tuition and allowable incidental fees. Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available from the Office of the Coordinator of Graduate Studies, OISE, and from the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 1C6. The deadline for submitting applications is December 1, 1974 for the 1975/76 academic year.

CANADA COUNCIL AWARDS

Canada Council awards in the humanities and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $5,000 for individuals who fall into the Council's "teacher" category in the early stages of a doctoral program and up to $6,000 after completion of the first two years of such a program.

Application forms are available as follows:

(*a*) for students currently enrolled in a graduate program: their OISE home department. Closing date announced by home department in the fall;

(*b*) for renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario K1P 5V8. Closing date is January 15 for the following academic year;

(*c*) for new full-time students: as in item (*b*) above, except closing date is December 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $6,000 each for advanced graduate study in education. The first, The Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260

Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS – $5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $7,000 payable over two years to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Awards provide up to $3,500 to assist members in financing postgraduate studies leading to a master's degree in educational studies. Candidates for the awards must be voluntary or statutory members of OPSMTF.

For more information and application forms contact the OPSMTF Scholarship Committee, Ontario Public School Men Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for applications is February 1. All supportive documents, including transcripts and other relevant materials, must be submitted by February 28.

ONTARIO SECONDARY SCHOOL TEACHER'S FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling $18,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B9. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP – $2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to $4,000. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

LIBRARY

The Institute Library houses a collection of 335,000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 3,500 serial titles are available. There are complete holdings of such document series as ERIC on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

The Instructional Materials Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers, microform reader-printers, and a calculator are available.

A Library Guide is distributed to all students at registration; the Circulation staff is available to explain loan, renewal, and reserve procedures.

Guides to special services and parts of the collection are issued and updated periodically. Special orientation classes for special topics, parts of the collection, and/or special services may be arranged through the course instructor and the Librarian for Public Services.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections.

AUDIOVISUAL EQUIPMENT

OISE's Media Services offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit room N412 or call ext. 525.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, or in interaction with adults. These facilities include observation rooms, audio-recording and closed-circuit television equipment. The clinic is used for research (e.g., the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (e.g., the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes. The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides statistical and data management packages as well as programming consultation; custom programming is provided on a charge basis. Computer facilities include access via high-speed cardreader printer terminals to a Univac 1108, an IBM 370/158, and access via teletypes and typewriter terminals to various time-sharing services. Other facilities can be provided as the need arises. A reference library and informal courses in programming are offered.

The Department of Computer Applications operates two time-sharing computers, the Digital Equipment Corporation TSS/9 and TSS/8. The TSS/8 is linked directly to a DEC PDP-10 at the National Research Council laboratories in Ottawa and to a Burroughs B6700. These are used for research and development in computer systems for education, student programming, computer-based instruction, and man–machine interface design. All systems are available to qualified users anywhere in OISE for work on approved projects.

PUBLICATION DIVISION

The Publication Division provides publication services to the Institute for its formal publications programs and ongoing research and development activities. Services such as editing, design, production, printing, and copying are provided. In addition, a promotion section undertakes a wide program of dissemination of the Institute's materials to educators.

OISE CAREER SERVICES

OISE Career Services is a program of career counseling and placement operated by the Office of the Coordinator of Graduate Studies. It offers the student program counseling from a career viewpoint and employment information of specific relevance to the career aspirations of those enrolled at OISE. In the Office of Career Services, Room S1060, the student will find résumé guidance; listings of part-time, summer, and permanent jobs; listings of potential employers, with descriptions of the professional qualifications they require; listings of possible practicum and internship settings; and an individualized career counseling service. Students are encouraged to register with OISE Career Services early in their graduate program so that employment information may be brought to their attention.

Students also interested in employment outside the field of education are encouraged to register at the same time with the University of Toronto Career Counselling and Placement Centre.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th floor, offers individual and group career and vocational counseling. It will assist the student in securing summer, part-time, temporary, and permanent employment, and provide information about employment openings in many areas. All students should feel free to discuss their employment problems with the Centre's career counselors.

Another activity of the Career Counselling and Placement Centre is the Confidential Dossier Service. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae,

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Residence / Address / Apply to:

Men:

Devonshire House,* 3 Devonshire Place. Dean of Men 928-2515

Trinity College, Hoskin Ave. Secretary 928-8680

Wycliffe College,† Hoskin Ave. Dean of Residence 922-7153

St. George Graduate Residence, 321 Bloor St. W. Secretary 928-4885

New College,* 21 Classic Ave. Dean of Men 928-2464

Massey College, Devonshire Place. Secretary 928-2890

St. Michael's College,* 50 St. Joseph St. Dean of Men 921-3151

Knox College,† 59 St. George St. Principal 923-7809

Women:

Massey College, Devonshire Place. Secretary 928-2890

St. George Graduate Residence, 321 Bloor St. W. Secretary 928-4885

Whitney Hall,* 85 St. George St. Dean of Women 928-2530

Married Students' Accommodation; Co-operative Residences;

Charles-Yonge Married Students Apts., 30 Charles St. W. & 35 Charles St. W.
University Housing Service, 49 St. George St. 928-2542

Campus Co-operative Residence, Inc., 395 Huron St. 964-1961

Tartu, 310 Bloor St. W. Manager 925-4747 academic transcripts, and letters of reference required in application for such appointments.

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* Available in the summer only.

† Available in the winter only.

Note: All addresses for application are in the Toronto postal area.

LIVING ACCOMMODATION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $1,200. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

A listing of residences is provided on page 16.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

HART HOUSE

All full-time University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 928-5361.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students through both clinical and infirmary services. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave., Toronto, Ontario M5S 1A1.

Students from outside Ontario, as well as from outside Canada, are advised to apply for medical and hospital insurance as soon as they arrive in the province. Full details of available coverage can be obtained from the Health Service.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad, and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Of special interest will be the OISE North York SHARE Program, which is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Mr. Eric McKee is its director, and Miss Elizabeth Patterson is Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be sent to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

1) to coordinate the governmental activities of students in the various departments of the Institute, the Institute Assembly, its Standing Committees, and any ad hoc committees.

2) to promote and maintain communication between OISE students and OISE administration.

3) to act as a representative of OISE students, or any one of them, on all matters in which representation may be in the interests of such students.

4) to promote and maintain responsible student government at OISE.

5) to initiate, sponsor, coordinate, and promote athletic, cultural, and social events which may interest OISE students.

6) to promote the welfare and interests of the individuals registered as full-time, part-time, or special students at OISE.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (local 728) or drop by the Association's office located in S1060.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

For detailed instructions regarding application and registration procedures, see pages 3 to 8.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1700X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; e.g., the 17 in 1700X and the 37 in 3706X refer to the Department of Educational Planning.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. Further, the student is required to have frequent consultation, *in person*, with the faculty member giving the course. This requires the student to be on campus or at least in close proximity so that frequent consultation, ideally once a week, can occur.

INTERDEPARTMENTAL AND SPECIAL PURPOSE PROGRAMS IN EDUCATIONAL THEORY

In most cases the student will find a program suited to his particular needs and interests within the extensive range of specialized degree programs, which are detailed in the departmental sections of this Bulletin. In addition, however, there are several arrangements designed to provide still greater flexibility for the individual student to meet his special needs within the total context of Educational Theory.

Specialized degree programs include some freedom for the student to work out, with his advisor, an individualized program around the particular scholarly interest or problem area of central concern to him. Specialized degree programs include options that may be taken in other departments.

A highly individualized program may be developed at the M.Ed. level, under the Master of Education for Special Purposes degree (see page 21).

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. D. H. Brundage, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(*a*) A Bachelor of Arts degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.
(*b*) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.
(*c*) At least one year of successful professional experience in education.
(*d*) A promising score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section).
(*e*) See pages 4 and 5 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session. (See page 6.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must reregister and pay any required reregistration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission

to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under *Program of Study* which follows, are:

(*a*) a relevant four-year Bachelor of Arts degree from the University of Toronto, or an equivalent degree, with B standing or better in the final year;

(*b*) a promising score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);

(*c*) see pages 3 and 4 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program. For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(*a*) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of a three-year degree, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs are required to complete twelve half-courses.

(*b*) A thesis.

(*c*) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission as an M.A. candidate, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree – M.A. candidacy and M.Ed. candidacy in these two master's degree programs are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy.

DOCTOR OF EDUCATION

The Department of Educational Theory is again enrolling new candidates for the degree of Doctor of Education. This degree is designed to provide opportunities for the development of highly competent personnel for senior professional positions in school systems, colleges, universities, and other educational organizations. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto M.Ed. or M.A. in Educational Theory, or their equivalents, with high standing, in the field of specialization proposed at the doctoral level.

(*b*) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(*c*) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(d) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(*e*) Ordinarily, one year of professional preparation for education.

(*f*) Successful professional experience in education.

(*g*) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis.

(*h*) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(*a*) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Winter term – January through April – in the same session, or the Winter term in one session followed by the Fall term in the next session).

(*b*) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis.

(*c*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation.

(*d*) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*e*) All requirements for the Ed.D. must be completed within six calendar years of first enrollment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto four-year B.A. or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(*b*) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations (depending upon individual departmental requirements).

(*c*) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(*d*) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had he undertaken an M.A. program in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be taken concurrently with the doctoral program.

(*e*) See pages 3 and 4 for documentation required.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(*a*) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent. It is the firm expectation that these two academic years of full-time resident study be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request were granted, the length of degree candidacy would not be increased.

(*b*) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(*c*) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed as a degree candidate.

(*d*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of research for his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted in October of the final year of required residence, to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 31. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(*e*) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*f*) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(*g*) All requirements for the Ph.D. must be completed within six calendar years of first enrollment as a Ph.D. candidate, or seven years when advance standing has not been granted for the M.A. or equivalent.

DEFINITION OF FULL-TIME STUDY

Credit for academic residence requirements can only be given to full-time students who live close enough to the University of Toronto to participate fully in University activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course were only offered commencing in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page v).

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Note: Faculty listed at the beginning of the following departmental sections are as of January 1, 1975.

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Associate Professor and Chairman of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(media evaluation; applications of transactional analysis to education)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(education for family living: research and development related to the family)

***LYNN E. DAVIE**, *Ph.D. (Wisconsin)*
Assistant Professor
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies and internship programs in adult education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement and Evaluation
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(integration of program-planning models, teaching models, and evaluation models; elaboration of alternatives at program development choice points)

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor, cross-appointed from the Higher Education Group, University of Toronto

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams)*
Professor
(comparative studies, learning theory and practice, education and development)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

EDWARD F. SHEFFIELD, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island)*
Professor, cross-appointed from the Higher Education Group, University of Toronto

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(the individual's major change efforts)

ASSOCIATED INSTRUCTOR:

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Senior Consultant, Ontario Region, Bureau of Staff Development and Training, Public Service Commission

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* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with his particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals. Prospective candidates may be requested to meet with a member of the Admissions Committee of the department after filing an application.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see pages 7 and 8.)

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full-time or part-time student. The program consists of a minimum of eight half-courses which, if undertaken on a full-time basis, would require one regular academic session and one summer session. At least four of these courses must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counseling. All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate

Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION

(Certificate and M.Ed. in Adult Education students only)

The department is currently offering some sections of existing courses off-campus in the midnorthern region of Ontario (Sudbury and Sault Ste. Marie). The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1975 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in spring for the off-campus courses in the M.Ed. program in the 1975/76 Regular Session.

Off-campus courses that may be of interest to adult educators are available in other regions, through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1121X	Practicum in Adult Counseling

The following courses are recommended strongly:

1106XQ	Small-Group Experience and Theory
1113X	The Maturation Process and Adult Learning
1119X	The Social and Institutional Context of Adult Counseling
1120X	Foundations of Adult Counseling
1266X	Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A minimum of six half-courses and a master's thesis are required. The student's program includes at least three half-courses in Adult Education (one of which should be 1103X), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 23 and 24.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied in nature, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a program of courses and thesis project to include work in four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 24 to 26.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152X course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103X. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends

in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
Staff, Summer Session; *A. M. Thomas,* Regular Session (after hours)

1101XQ PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of the class, conference, or program in which the chief planner also serves as facilitator or resource person. The course will be used as a planning laboratory; instructor and students will experience and examine shared, evolutionary planning processes.
Staff, Summer Session and Regular Session (after hours)

1101XR PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of institutional programs or curricula in which the chief planner is an administrator or program leader rather than a learning facilitator or resource person. The approach used in the course will generally be Thelen's Group Investigation or Natural Inquiry Model.
Staff, Regular Session (after hours)

1103X METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the epistemology of adult education research. Topics will include: the identification of important hypotheses, the relation of knowing to research design, the relation of knowing to research method, and research ethics. The seminar will consist of an appropriate mixture of lectures, individual projects, design problems, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.

Prerequisite: Completion or concurrent enrollment in 1660X or equivalent.
L. E. Davie, Regular Session (daytime)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
Staff, Summer Session; *J. A. Draper,* Regular Session (after hours)

1106XQ SMALL-GROUP EXPERIENCE AND THEORY

A two-part course. The first part is experiential, in which students test the effectiveness of their interpersonal communication skills in a relatively unstructured and continuous group process. The second part involves a summation and written interpretation of the process and themes of the first part in light of group process models and theoretical formulations.

Prerequisite: Permission of the instructor.
R. M. Laxer, Summer Session and Regular Session (daytime)

1106XR SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups. Participants will have the opportunity to structure learning situations and to engage in participant/observer evaluation of their experiences within these situations.
Staff, Summer Session; *L. E. Davie* and staff, Regular Session (after hours)

1108XZ INDIVIDUAL'S MAJOR EFFORTS TO LEARN, CHANGE, GROW

A comprehensive survey of the ways in which people significantly change themselves or their lives. An analysis of how people manage their major personal change, and the help they need and receive. In addition to class sessions, each student will develop an individual program of reading and observation.
A. M. Tough, Regular Session (daytime)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living, and the planning of programs for parent education for family living.

Students will share in the setting of learning objectives for the seminar and be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage, Summer Session and Regular Session (after hours)

1110X BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will focus on alternative teaching models, in terms of basic processes such as creating optimum learning conditions, designing learning activities, and freeing creative learning energies. Participants will experience and experiment with using new models and processes.

Students should have taken 1101X or equivalent as prerequisite, since the course is seen as the design and implementation phases of the planning process.
Staff, Summer Session; *V. R. Griffin*, Regular Session (after hours and daytime)

1113X THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
Staff, Summer Session; *J. R. Kidd*, Regular Session (after hours)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd, Summer Session and Regular Session (after hours)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114X. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114X and permission of the instructor.
J. R. Kidd, Regular Session (after hours)

1119X THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counseling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counseling, broadly defined, is offered.
R. M. Laxer, Summer Session and Regular Session (daytime)

1120X FOUNDATIONS OF ADULT COUNSELING

An introductory course that explains some of the general concepts and issues in the field of adult counseling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program is designed for general practitioners in adult education.
Staff, Summer Session and Regular Session (after hours)

1121X PRACTICUM IN ADULT COUNSELING

An extended practicum with supervision for students taking 1203 who are enrolled in the Adult Education and Counseling program.
R. M. Laxer, Regular Session (daytime)

1122XZ PRACTICUM IN ADULT EDUCATION

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Each student is the chief designer of his own custom-built program though faculty, student, and field supports are available. May be taken in conjunction with 3122. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.
Staff, Regular Session (daytime and after hours)

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
Staff, Summer Session and Regular Session (after hours)

1125X ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
Staff, Summer Session; *J. A. Draper,* Regular Session (after hours)

1130X SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or

more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff, Summer Session

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101X MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for 1975/76 will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
A. M. Thomas and staff, Regular Session (after hours)

3107X SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, Summer Session and Regular Session (after hours)

3111 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.
Staff (not offered in 1975/76)

3122 EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122XZ but at a more advanced level.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session (daytime and after hours)

3123 PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media; study of evaluation methods; application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.

Prerequisites: Permission of the instructional staff. Written application should be made as early as possible. A one- or two-page statement should outline the applicant's background, involvement, and/or responsibilities that relate to media or evaluation, and should conclude with

a brief statement of expectations for the course.
D. S. Abbey, L. D. McLean, and *R. Pierce,* Regular Session (daytime)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3152XL INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: SEMINAR IN INSTRUMENT DEVELOPMENT FOR ADULT EDUCATION RESEARCH

The purpose for this group reading course is to stimulate adult education research through the design and adaptation of more powerful measuring instruments. The major activity of the course is to design and execute a research study using instruments adapted from another discipline such as sociology, psychology, mathematics, history, or computer science. It is intended that participants will acquire knowledge and experience in research design, coordination, and implementation as well as instrument design.

Prerequisite: Permission of the instructor.
L. E. Davie, Regular Session (daytime)

3152XQ INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: ADVANCED SEMINAR – BASIC FACILITATING PROCESSES AND MODELS

Collegial seminar for intensive examination of selected issues arising in course 1110X. Includes construction of new models and frameworks for observing, researching, and practicing basic processes of facilitating adult learning in groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisite: Completion of 1110X or equivalent and permission of the instructor.
V. R. Griffin, Regular Session (daytime)

A list of courses of special relevance to adult education, but offered by other departments, is available from the Department of Adult Education.

Applied Psychology

*CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor and Chairman of the Department
(counseling psychology; controlling effects of social stimuli)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, Associate Chairman of the Department and Graduate Studies Academic Secretary, cross-appointed to the Department of Linguistics Studies, University of Toronto (cognitive development; theory of instruction; psycholinguistics)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

DAVID W. BRISON, *Ed.D. (Illinois)*
Associate Professor, Coordinator of Research and Development Studies
(administration of educational research and development; group problem-solving skills; restructuring of the educational system)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

*Please direct inquiries for this department to Professor Clifford M. Christensen

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counseling psychology; career development; group processes; psychology of women)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(personality theory; development and measurement; coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counseling; group processes; school anxieties; workers' education)

J. ALAN LONG, *Ph.D. (Louisiana State)*
Associate Professor and Chief Psychologist, St. Michael's Hospital, Toronto

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; cognitive style and

learning; teacher characteristics, teacher–pupil interaction, classroom consultation and in-service training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Associate Professor
(learning and cognition; eye-movement research; psychology and educational practice; perceptual-motor handicaps)

DONALD G. OGSTON, *Ph.D. (Calgary)*
Assistant Professor
(counseling psychology; observational learning; affective and cognitive concomitants of behavior change)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA R. PALEF, *Ph.D. (Toronto)*
Assistant Professor
(human memory and information processing)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counseling psychology)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

VIVIAN RENNER, *Ph.D. (Alberta)*
Associate Professor
(development and evaluation of continuing education programs for life satisfaction; group counseling)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counseling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy, and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counseling psychology; counselor education; process and outcome in counseling)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Assistant Professor

ASSOCIATED INSTRUCTORS:

KENNETH ALLEN, *Ph.D. (Boston)*
Psychotherapist – private practice

DAVID CLEMENS, *Ed.D. (Harvard)*
Director of Guidance and Counseling Services, Toronto Board of Education

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

FILSON YOUNG, *Ph.D. (Toronto)*
School Psychologist, Toronto Board of Education

LARRY CASH, *M.Sc. (Texas)*
Director of Counseling Services, YMCA, Toronto

HOWARD JOBIN, *Ph.D. (Toronto)*
Community Services Worker, Delcrest Children's Center

ROBERT KING, *B.A. (Toronto)*
Research Officer, Educational Clinic, OISE

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist,
St. Michael's Hospital
BRIAN USHER, *Ph.D. (Toronto)*
Director of Research,
Etobicoke Board of Education
JOHN WILLIAMS, *Ph.D. (Missouri)*
Counseling Psychologist, Student Counseling Services, University of Waterloo

COUNSELING INTERNSHIP SUPERVISORS:

MARY BLUM, *M.A. (Toronto)*
Director and Chief Psychologist,
Hamilton-Wentworth Health Unit
HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist
GREGOR FINLAYSON, *Ph.D. (Toronto)*
Psychologist, C. M. Hincks Treatment Centre, Toronto
EDMUND FREEDBURG, *Ph.D. (York)*
Center Director, Industrial Treatment Unit, Addiction Research Foundation
LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry
JOHN MCLACHLAN, *Ph.D. (Toronto)*
Psychologist, Donwood Foundation
DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry
JOHN PLATT, *Ph.D. (York)*
Psychologist, Juvenile and Family Court, Toronto
DONALD PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital
BRIAN RIDGLEY, *Ph.D. (Windsor)*
Neuropsychologist,
Sunnybrook Medical Centre
DIANE SYER, *Ph.D. (York)*
Director, Crisis Unit,
Toronto East General Hospital
GEORGE WILKINSON, *Ph.D. (Waterloo)*
Director, Counseling Services,
Seneca College

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Guidance and Counseling
3. School Psychology

General Note:
It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Student Financial Awards with a Graduate Assistantship component. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program for this degree is designed primarily for practitioners who have a concern for the application of psychology to the educational enterprise in general. Eight half-courses are required, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

Students are also expected to attend weekly meetings in the Fall Term at which Educational Psychology staff members describe their research interests.

There are three required departmental courses:

1200X	Introduction to Educational Psychology
1235X	Research Methods in Educational Psychology (available during summer)
1252X	Individual Reading and Research in Applied Psychology

Three additional courses must be selected from the following departmental offerings (equivalent offerings from other divisions and departments may be substituted on approval of the program advisor).

1201X	Child and Adolescent Psychology
1204X	Personality and Education
1206X	Seminar: Learning and Cognitive Processes in Education
1207X	Motivation in Educational Contexts
1209X	Seminar: Social Psychology and Education
1230X	Practicum in Value Education
1241X	Methods of Early Education and Child Care

The remaining two courses may be taken from courses elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to the M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year B.A. degree with concentration in Psychology. Graduates with three-year B.A. degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

In addition to the thesis, the regular M.A. program consists of the following courses:

1226X	Selected Problems in Educational Psychology
1227X	Practicum in Educational Psychology
1234	Introduction to Educational Psychology
1235X	Research Methods in Educational Psychology
1252X	Individual Reading and Research in Applied Psychology: Master's Level, or an option at 1200 or 3200 level approved by advisor.

Residence requirement for the M.A. degree is one year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year B.A. degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 24 to 26, the program for the second and third years presently consists of eight half-courses as follows:

(*a*) a major, consisting of four of the 3200 series seminars from the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology;

(*b*) a first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory;

(*c*) a second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

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2. GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ministry of Education, Ontario, certificated and experienced teachers in Ontario, who pursue a degree of Master of Education with specialization in Guidance and Counseling, may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular "Routes to School Guidance Certification," obtainable from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Please note: All applications for this program, both Summer Session and part-time Regular Session, *must be submitted by March 15.*

In addition to the general requirements detailed on pages 20 to 21, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

(*a*) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(*b*) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201X) and a half-course in educational psychology (1200X).

or

(*c*) the Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261X. All degree programs consist of a minimum of eight half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202X Theories and Techniques of Counseling

1203	Practicum in Counseling
1261X	Group Work in Counseling
1266X	Theories of Vocational Development
1611X	Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1204X	Personality and Education
1205X	Individual Intellectual Assessment
1206X	Seminar: Learning and Cognitive Processes in Education
1209X	Seminar: Social Psychology and Education
1217X	Theories of Behavior Modification
1260X	Foundations of Guidance and Counseling
1262X	Organization and Administration of Guidance Services
1267	Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

1284X	Behavior Disorders in Relation to Education
1040X	Administrative Problems 1: The School
1113X	The Maturation Process and Adult Learning
1302X	Innovations in Curriculum and Instruction in the Elementary School
1660X	Introduction to Empirical Research in Education
1666X	Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

For full details of this program, see pages 31 to 32 in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

The Ed.D. program in Applied Psychology is designed to develop highly competent persons for leadership in establishing and improving counseling and psychological consulting services in the schools. Graduates of this program will be prepared to assume positions as faculty members in colleges and institutes of education, to work with school systems as directors and coordinators of guidance, and to act as specialists in in-service training and as staff members in agencies offering psychological services. The emphasis of this program is on developing skills in the application of knowledge from theory and research to practical counseling problems.

Departmental Requirements

In addition to the general requirements of Doctor of Education programs stated on pages 23 and 24, the Department of Applied Psychology specifies the following:

(*a*) The applicant must hold an M.Ed. degree with specialization in guidance and counseling from the University of Toronto or an equivalent degree.

(*b*) The applicant must have had successful experience in a position as a counselor or in a related position for a minimum of two years.

In addition, the department will give greater priority to students who intend to enroll as full-time students in the fall of the year following their application. Occasionally, students may be admitted to the Ed.D. program who intend to study part time prior to their year of full-time residence. These cases may be considered by the department depending on the program enrollment.

The Ed.D. program in Applied Psychology necessitates one year of residence at OISE (one academic year of full-time study), plus one year of full-time internship. Normally, Ed.D. students on study leave from their respective school boards may be eligible to return to their previous educational settings provided adequate arrangements can be made for full-time counseling internships. Students who are not returning to educational settings of previous employment may choose to engage in an internship arranged by the department; however, under this arrangement there is no guarantee of full-time employment compensation.

A minimum of eight half-courses are required for the degree; however, additional courses may be required depending upon the particular nature of previous academic study. Six half-courses constitute the maximum load for a full-time student in the Regular Session. The remaining courses could be undertaken either in the previous or in the succeeding Summer Session or on a part-time basis during the following academic years within the time limit for completion of the degree.

Programs are individually designed by the student and his advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the second year and other part-time practicums during the regular academic year will be planned to supplement course work, to help students integrate theory with practice, and to provide some specification appropriate to the student's major interest.

Particular emphasis will be placed on the internship experience of the student in the second year. Students will be expected to engage in activities related to their area of specialization such as counseling activities, organizational development work, consulting work, supervisory duties, small-group work, in-service training, and community development work. In fulfilling the requirements of the internship, students will be expected to engage in specified activities under supervision and will be expected to undertake certain projects and seminars.

The Ed.D. thesis will report the results of a study which might address theoretical issues applicable to counseling concerns and practice, or which might focus directly on the exploitation of knowledge to aspects of counseling in educational institutions.

Program of Study for the Ed.D. in Applied Psychology

(*a*) A major, comprising:

3215X	Seminar in Counseling Psychology: Part I
3216X	Seminar in Counseling Psychology: Part II
3217X	Practicum in Counseling Psychology
3218X	Research Seminar in Counseling
3252X	Individual Reading and Research in Applied Psychology: Doctoral Level

The last course is to be offered as a special reading course designed for each individual student in accordance with that student's approved course of study in the Ed.D. program in Applied Psychology. This individual reading course should deal with issues in Counselor Education and the Counselor in the Schools. Special attention should be given to developing skills in training counselors, group leaders, consultants, and change agents in the schools. This may be either for a half-course or a full-course credit, depending on arrangements.

(*b*) A minor, comprising two or three courses beyond the major to be chosen by the student in consultation with his advisor. These courses should constitute a minor area of concentration that is closely related to the student's professional skills in counseling.

Suggested minor areas of concentration are:

Educational Psychology
School Psychology
Statistics and Research
Social Psychology
Group Processes
Sociology in Education

(*c*) A one-year supervised internship in counseling to be undertaken during the second year of the program.

(*d*) A doctoral thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships.

Programs are individually designed by the student and his advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic years, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

First Academic Year
The program for the academic year normally consists of six half-courses with the following courses strongly recommended:

1202X Theories and Techniques of Counseling

1203 Practicum in Counseling

1215X Seminar: Group Processes
and a first minor, consisting of two half-courses in either Educational Psychology or School Psychology.

Second and Third Academic Years and Summers
In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 24 to 26, the program for the second and third years consists of the following:

(*a*) A major, comprising:
3215X Seminar in Counseling Psychology: Part I
3216X Seminar in Counseling Psychology: Part II
3217X Practicum in Counseling Psychology
3218X Research Seminar in Counseling

(*b*) 3666X Intermediate Statistics and Research Design, or equivalent

(*c*) A first minor, if not undertaken in the first Ph.D. year of residence in Applied Psychology, generally consists of two half-courses in either Educational Psychology or School Psychology.

(*d*) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

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3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 7.

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. Graduates with three-year B.A. degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

The program normally requires a minimum residence period of one academic year and one summer.

The following is a list of the normal requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(*a*) The School Consultant Program requires the completion of a minimum of eight half-courses and the submission of a satisfactory master's thesis.

(*b*) The eight half-courses to be selected will comprise a maximum of six required half-courses and a minimum of two half-course options, selected as follows:

- All students are ordinarily required to take 1211, Seminar and Practicum in School Psychology (two half-course credits), and 1216X, Psycho-Educational Appraisal.
- 1666X Elements of Statistics. Many students will be excused from taking this course because

of their having satisfactory substitutes already on their university records.

- The student must also choose at least two half-courses from the following list, in order to gain theoretical and practical competence in the area of behavior management:

1217X	Theories of Behavior Modification
1224X	Personality and Atypical Behavior in Children
1225X	Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1224X.
3217X	Practicum in Counseling Psychology

The student may fulfill the remainder of his program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which he has the prerequisites, and in which there are places. The student may also choose to take OISE courses outside the Department of Applied Psychology.

(*c*) There are a few restrictions concerning the choice of optional courses:

- A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.
- Not more than one individually arranged 1252X course may be taken by each student. This is a reading course that student and professor plan together on an individualized basis.
- The student must take at least eight half-courses at OISE, but, if his background permits, he may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see pages 7 to 8.

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year B.A. degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of three academic years and four summers. Candidates will ordinarily begin the program in the Summer Session (July–August) prior to the opening of the regular academic year.

The following is a list of the normal course requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year
This is the same as the first year of the M.A. program (School Consultant Option). See pages 47 and 48.

Second and Third Years
(*a*) A major:

3202X Advanced Practicum in School Psychology

3666X Intermediate Statistics and Research Design, to be arranged with advisor

Plus two half-courses from the 3200 series in Applied Psychology.

(*b*) A first minor, to be selected from the following:

COUNSELING:

3215X Seminar in Counseling Psychology: Part I

3216X Seminar in Counseling Psychology: Part II

3217X Practicum in Counseling Psychology

DIAGNOSTICS AND PSYCHOTHERAPY:

1224X Personality and Atypical Behavior in Children

1225X Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:

1217X Theories of Behavior Modification

1222X Behavior Modification Techniques, with Practicum

LEARNING AND COGNITIVE PROCESSES:

3200X Research Seminar on the Cognitive Processes in Education

3209X Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:

1207X Motivation in Educational Contexts

3212X Seminar in Intrinsic Motivation

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3214X Central Nervous System Information Processing and Children's Learning

3285X Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:

1209X Seminar: Social Psychology and Education

3210X Research Seminar in Social Psychology in Education

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(*c*) A second minor, consisting of a full course, or two half-courses, taken outside OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211, Seminar and Practicum in School Psychology. In such cases, course 3202X will be taken in the third year of the program.

Third Year

3205X Research Methods in School and Community Psychology

3219 Advanced Seminar and Internship in School and Community Psychology. (The supervised internship in a school and/or community setting will require a minimum of three days per week.)

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

A thesis is required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Applied Psychology will accept candidates for this degree only under exceptional circumstances. Before acceptance as a candidate for this degree, a student's program must be approved by the Department of Applied Psychology.

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with his advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff, Summer Session and Regular Session

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin, Summer Session and Regular Session

1202X THEORIES AND TECHNIQUES OF COUNSELING

An appraisal of current theories of counseling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.
L. E. Pass and staff, Summer Session and Regular Session

1203 PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with video feedback, followed by closely supervised counseling experience in a school or agency setting.

Prerequisite: 1202X.

M. Guttman, D. G. Ogston, L. E. Pass, and *V. Renner,* Summer Session and Regular Session

1204X PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counseling and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.
S. B. K. Henderson, Summer Session and Regular Session

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention, memory, thinking, and language.
Staff, Regular Session

1207X MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
S. B. K. Henderson, Summer Session and Regular Session

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.
Staff, Regular Session (not offered in 1975/76)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter, Regular Session

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger,* Regular Session

1212X PSYCHOLOGICAL ASPECTS OF COUNSELING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counseling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.

A. Wolfgang, Regular Session

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.

M. Guttman, Regular Session

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.

S. Miezitis, Summer Session

1217X THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. A humanistic behavior modification system, including factors of attention, emotion, communication, and cognition, will be developed and explained. The application of these approaches within the educational system will also be discussed.

Prerequisite: Permission of the instructor.

H. G. Narrol, Regular Session and Summer Session

1222X BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisites: 1217X, or equivalent, and permission of the instructor.

H. G. Narrol, Regular Session

1224X PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.

O. Weininger, Regular Session

1225X PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each

student in consultation with the professor.
Prerequisite: Permission of the instructor.
R. J. Friedman, Regular Session

1226X SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
K. G. O'Bryan and staff, Regular Session

1227X PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to give both staff and students in Applied Psychology a better firsthand knowledge of problems and issues identified by schools and school system staff. Specifically, first-year educational psychology students will establish a dialogue with a school (teacher, resource staff, and principal) under the supervision of the faculty person responsible for 1227X. In order to facilitate this dialogue, students will be given an intensive introduction to all levels of school functioning by participating with school system staff in day-to-day activities.
P. Gamlin and staff, Regular Session

1235X RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff, Summer Session and Regular Session

1241X METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
W. Fowler, Regular Session

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: INDIVIDUAL AND GROUP PSYCHOTHERAPY, SELECTED TOPICS

Current theories such as transactional analysis, gestalt, psycho-drama, bioenergetic analysis, and primal therapy will be studied.
Staff, Regular Session

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

Philosophical issues related to guidance and counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations.

Courses 1230X PRACTICUM IN VALUE EDUCATION and 1234 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY – see page 136.

Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the conuselor–student relationship is examined.
A. Wolfgang, Summer Session and Regular Session

1261X GROUP WORK IN COUNSELING

Presentation of models of group work processes, as well as of current theory applicable to group work in counseling. Students will be expected to develop a catalog of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
M. Guttman, V. Renner, and *A. Wolfgang,* Summer Session and Regular Session

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff, Summer Session and Regular Session

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.
Staff, Summer Session and Regular Session

1267 ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisites: 1202X, 1203, and permission of the instructor.
Staff, Summer Session

Research seminars at the doctoral level: The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

This course examines the cognitive processes and their development, memory, perception, thinking, intelligence, and instruction, and the role that an understanding of these processes may play in educational theory and practice.
D. R. Olson, Regular Session

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211.

R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*, Regular Session

3203X PSYCHOLOGICAL DIMENSIONS OF MORAL DEVELOPMENT

The purpose of this course is to introduce the advanced student in educational psychology, school psychology, counseling, philosophy, curriculum, and related disciplines to psychological dimensions within the area of moral and value development. A variety of theories will be summarized and evaluated (e.g., social-learning, cognitive, developmental, psychological). There will also be discussions concerning the relation of moral issues to contemporary literature. Evaluation of programs in the area of moral education will be considered in the course.

E. V. Sullivan, Regular Session

3204X ETHICAL ISSUES IN COUNSELING AND SCHOOL PSYCHOLOGY

This course attempts to analyze the moral and ethical elements in counseling and school psychology settings. The first part of the course will cover philosophical and psychological theories that will aid in the analysis of concrete ethical issues. The second part of the course is designed to analyze practical situations in counseling and psychotherapy where potential and real ethical and moral issues exist. This course is geared for professionals in counseling and school psychology and the content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.

E. V. Sullivan, Regular Session

3205X RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.

M. Orme, Regular Session

3206X RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant day care and/or preschool programs.

Staff, Regular Session

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

A comprehensive course in child development, from infancy through youth, with consideration of the life cycle. There is discussion of all aspects and, depending partly on interest, a range of problems with central emphasis on cognitive-developmental learning orientation. Review papers, design and empirical projects.

Staff, Regular Session

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts and each part will be covered by one of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.

S. Miezitis, J. Quarter, E. V. Sullivan, and *O. Weininger,* Regular Session

3209X PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.

D. R. Olson, Regular Session

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching-learning process and how such an analysis can facilitate liaison between psychology and education and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.

D. Hunt, Regular Session

3211X SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analyzed in order to integrate ideas with education practice.

J. Quarter, Regular Session

3212X MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.

S. B. K. Henderson, Regular Session

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212X.

Staff, Regular Session (not offered in 1975/76)

3214X CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between sensory incoming impulses on the early development of intellectual and cognitive abilities. An understanding of the storage and interaction of existing and incoming information on later cognitive growth, and a study of the "evoked potential" as a measure of general intelligence.

O. Weininger, Regular Session

3215X SEMINAR IN COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D program in Counseling Psychology. A continuation of studies begun in 1202X. To be taken during the third year of the Ph.D. Counseling program.

Prerequisite: 1202X, or equivalent.
D. G. Ogston, Regular Session

3216X SEMINAR IN COUNSELING PSYCHOLOGY: PART II

To be taken concurrently with 3215X.
D. G. Ogston, Regular Session

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

C. M. Christensen and staff, Regular Session

3218X RESEARCH SEMINAR IN COUNSELING

Staff, Regular Session

3219 ADVANCED SEMINAR AND INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

A weekly seminar to discuss cases and theoretical issues related to the students' internship placement in school and/or community settings. Various theoretical models (psychodynamic, social learning theory, etc.) involved in diagnosis and therapy will be included. The internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, the student will also be involved in a teaching assistantship.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*, Regular Session

3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
C. Bereiter, Regular Session

3221X PROCESS STRUCTURE, INDIVIDUAL DIFFERENCES, AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.
Staff, Regular Session (not offered in 1975/76)

3230X DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter, Regular Session

3235X QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a conceptual basis for and discussion of the

principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of approaching research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.
Staff, Regular Session (not offered in 1975/76)

3240X PROJECTIVE TECHNIQUES
An advanced course in verbal and non-verbal projective techniques.
O. Weininger and *R. J. Friedman*, Regular Session

3241 ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
Prerequisite: 1225X.
O. Weininger, Regular Session

3252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL
Description as for 1252X, but at the doctoral level.

3252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: STRUCTURE AND STRATEGY OF DECISION-MAKING IN TEACHING
Presentation and analysis of continuous evaluation models of teaching, instructional systems, and basic teaching strategies. *Theoretical Focus:* Exploration of continuous evaluation models of teaching, instructional systems, and basic teaching strategies. *Applied Focus:* Participants will receive initial training in basic skills, methods of assessing the effectiveness of such training, and teacher supervision. There will be opportunities to explore these strategies within the framework of teacher training, training systems, and microteaching research.
Prerequisite: Permission of the instructor.
M. Orme, Regular Session

3252XQ INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: AN IN-SERVICE TRAINING AND TEACHER CONSULTATION MODEL FOR OFFERING PSYCHOLOGICAL SERVICES
Rationale and techniques of classroom interaction analysis; theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agency. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.
Prerequisite: Permission of the instructor.
S. Miezitis, Regular Session

3252XR INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: INDIVIDUAL PERSONALITY ASSESSMENT
This course is intended to provide advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, may be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
Staff, Regular Session

Computer Applications

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Associate Professor and Chairman of the Department
(data analysis; evaluation; research on learning)

STACY CHURCHILL, *Ph.D. (London)*
Associate Professor and Assistant Coordinator of Research and Development Studies
(computer-assisted instruction; computer uses in educational administration)

ROBERT W. B. JACKSON, *Ph.D. (London), LL.D. (Alberta), F.R.S.S., F.C.P.*
Professor and Director of OISE
(application of statistics to educational problems; school finance; use of computers in education)

RAYMOND LAMERAND, *D.ès L. (Neuchatel)*
Assistant Professor, cross-appointed from Research and Development Studies and Head of Franco-Ontarian Studies

*PETER H. LINDSAY, *Ph.D. (Toronto)*
Associate Professor
(simulation; management information systems; programming languages; psychological models)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; simulation; NRC–OISE educational computer systems project)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials for computer-assisted instruction; development of computer-assisted instruction systems and languages; research in learner-controlled computer-assisted instruction)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(research in computer technology; computer-controlled learning aids)

ASSOCIATED INSTRUCTORS:

RICHARD PIERCE, *B.A. (Miami)*
Project Director in Computer Applications

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Computer Applications and Supervisor of Computing Services Group; cross-appointed to the Office of the Coordinator of Research and Development Studies

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., Ed.D., or Ph.D. degrees with specialization in Computer Applications are constructed individually with students.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research, in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500X, 1504X, a Computer Applications specialty course, and three half-courses from statistics and behavioral sciences as appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in Computer Applications, and in other departments of OISE and the University of Toronto such as Psychology and Computer Science.

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* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

The M.Ed. program is designed for the practicing educator who wants to acquire knowledge and skills in the application of computers to education; the typical eight half-course program consists of 1500X, 1503X, three or four specialty courses in Computer Applications, and two or three courses from other OISE departments.

A brochure describing typical programs of study is available from the department and should be consulted by all applicants. Information on the Ed.D. program is also available from the department.

COURSES

A course is identified with this department when the first two digits in the course number are 15 or 35.

1500X COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.

L. D. McLean, Summer Session and Regular Session (after hours)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction. Specific topics change each year.

Prerequisites: 1503X and 1500X or permission of the instructor.

W. P. Olivier, Regular Session (after hours)

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

A basic introduction to computer programming and its applications in instructional environments; seminars and laboratory work in the OISE Educational Computer Laboratory. Students will gain experience using a variety of problem-solving languages in a range of educational applications including computer graphics, text manipulation, simulation, and information management systems.

P. H. Lindsay, Summer Session and Regular Session (after hours)

1504X PRACTICUM IN COMPUTER APPLICATIONS

Practical development of advanced skills needed in the application of computers in behavioral research. Analysis of research plans leading to the design of a thesis project.

Prerequisite: M.A. enrollment or permission of the instructor.

Staff, Regular Session (daytime)

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials.

Prerequisite: 1503X.

W. P. Olivier, Regular Session (after hours)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions: experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503X.

R. G. Ragsdale, Regular Session (after hours)

1515X COMPUTERS IN THE CURRICULUM

A survey of computer applications in the classroom. Student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of simulation as a curriculum tool; the computer as a subject in secondary schools.

Prerequisite: 1503X.

R. S. McLean, Regular Session (after hours, alternate years, not offered in 1975/76)

1516X PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503X or permission of the instructor.

R. S. McLean, Regular Session (after hours, alternate years, offered in 1975/76)

1520X PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, etc. Selected topics in statistical data analysis through application of general-purpose programs and packages.

Prerequisites: 1666X and 1503X or permission of the instructor.

L. D. McLean, Regular Session (after hours)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required.
The principles of systems analysis as applied to educational systems. Uses of the computer for strategic, tactical, and operative decisions for educational planning and management, including administrative implications of CAI.

S. Padro, Regular Session (after hours)

1552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A critical review of the literature relevant to the design, implementation, and validation of interactive systems for education. Consideration of systems now in operation or proposed.

Prerequisite: 1503X.

R. S. McLean, Regular Session (daytime)

3535X SIMULATION MODELS OF COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition, thinking, problem solving, and

memory. Constructing models from psychological data; implementation and evaluation of model performance.
P. H. Lindsay, Regular Session (daytime)

3552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1552XZ, but at the doctoral level.

3556XZ RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale, Regular Session

Curriculum

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor and Chairman of the Department
(curriculum development, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor and Associate Chairman of the Department, cross-appointed to the Department of Measurement and Evaluation
(applications of measurement and evaluation to curriculum)

LEONARD BERK, *B.A. (Chicago)*
Lecturer
(learning in context; interactions among learner, subject matter, and milieu; interdisciplinary curriculum, particularly in the humanities; curriculum as politics)

EDMUND BRENT, *Ph.D. (Cornell)*
Assistant Professor
(sociolinguistics; general linguistics; Canadian French, French and English educational linguistics)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; mathematics curriculum development)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor
(developmental aspects of dramatic activity; imagination and creativity; curriculum relationships to the fine and performing arts; education and aesthetic theory)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teacher education; learning environments; theory of rhetoric)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(psychology of learning; personal and social development of children; curriculum and school program development; process of change and innovation in schools)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from Educational Administration

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

HILDRED RAWSON, *Ph.D. (Alberta)*
Assistant Professor
(the diagnosis and correction of reading problems; conferences with and reporting to parents and teachers; the clinical instruction of students from grade one to grade ten)

*ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood elementary education; language development; curriculum program development; instructional materials development)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of conceptualization to practice in curriculum, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor and Director of the Modern Language Center, cross-appointed to the Department of Linguistic Studies, University of Toronto
(languages; applied linguistics; psycholinguistics; language teaching; French- and German-language teaching methodology)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Assistant Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MAX J. VAN MANEN, *Ph.D. (Alberta)*
Assistant Professor
(social studies curriculum and instruction; study of teaching-learning epistemologies; anthropology of the modern world)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement and Evaluation
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor and Head, OISE Trent Valley Centre

JOHN MILLER, *Ph.D. (Toronto)*
Assistant Professor

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Assistant Professor

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor and Coordinator of Field Development, OISE

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor and Assistant to the Coordinator of Field Development, OISE

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor and Head, OISE Western Ontario Centre

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees at the University of Toronto.

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* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

The study of the philosophy of curriculum and curriculum design includes the examination of instructional situations and practices and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social sciences, and communications theory, are used to examine the relationship between curricula and the nature of knowledge, the dynamics of communication, and learning and teaching. A second component of these programs deals with substantive issues in specific subject areas. Often, students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. The following are included: analysis of teaching; curriculum theory and foundations; educational linguistics and second-language learning; English, communications, and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; research on teacher preparation; science education; social studies education; and the education of minority groups, especially Indians and Eskimos. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

The Department of Curriculum does not have sufficient resources to accept all applicants who meet the minimum standards of the School of Graduate Studies, especially for the part-time M.Ed. program. Available student places are awarded to those applicants judged to have the greatest academic promise.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 20 to 21. In addition, those applying for part-time study in Curriculum must submit (1) a score on the Miller Analogies Test (see page 7); (2) a carefully prepared statement indicating in some detail the applicant's career plans and reasons for wanting to undertake a program in Curriculum; (3) a single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

This program consists of eight half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development;

(*b*) three other half-courses within the Department of Curriculum;

(*c*) one half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation;

(*d*) one half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education;

(*e*) two elective half-courses, chosen according to the individual's background and interests and approved by his faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department is currently offering some sections of existing courses off-campus in several areas of the province. The purpose of this is to make some Curriculum courses available to people in localities far from Toronto during the Fall and Winter terms. Curriculum courses are not normally offered off-campus during Summer Session. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as those for applicants living in the Toronto area.

Information and application materials for off-campus courses to be offered in the 1975/76 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Curriculum, in cooperation with the Department of Measurement and Evaluation, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Center, in accordance with the policy stated for the Master of Education for Special Purposes (see page 21).

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 22 to 23. In addition, those applying for the M.A. in Curriculum must submit a score on the Miller Analogies Test (see page 7). The two letters of reference referred to on page 3 should be solicited from university professors or other persons in a position to judge the applicant's scholarly promise at the graduate level.

In addition to the master's thesis, the M.A. program consists of six half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development;

(*b*) two other half-courses within the Department of Curriculum;

(*c*) one half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation;

(*d*) one half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education;

(*e*) one elective half-course, selected from any department of OISE, or from another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may be expected to include course work from other departments of OISE and from other departments of the School of Graduate Studies.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that embrace all aspects of curriculum design and implementation, including professional development of both preservice and in-service teachers. The program provides interaction between theoretical perspectives and curriculum practice, and thereby is intended to develop intellectual leadership among promising professionals in a variety of roles in education. The program is designed primarily for Ontario practitioners holding positions which enable them to develop a thesis study within an established professional situation, and subsequently to carry out the thesis study when they return to that situation after completing the required period of full-time study.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 23 to 24.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements stated on page 23, the Department of Curriculum specifies the following:

(*a*) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in curriculum or equivalent.

(*b*) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 8).

(*c*) Early in the application procedure, the applicant is contacted to arrange a series of interviews with faculty members.

(*d*) The applicant must have had at least three years of successful professional experience in education.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, the candidate is required to begin discussions with his faculty advisor to delineate potential thesis problems in his own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, commencing in January, July, or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining course work can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study are required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 24 to 26. In addition, those applying for the Ph.D. in Curriculum must submit a score on the Aptitude Test of the Graduate Record Examination (see page 8).

In addition to the major thesis and other requirements as described on pages 25 to 26, the normal pattern of study for this degree is as follows:

(*a*) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(*b*) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(*c*) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTER

The Modern Language Center is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in educational linguistics and second-language learning. Although most of the program is offered within the Department of Curriculum, students affiliated with this Center are ordinarily advised to take some course work in the Department of Linguistic Studies at the University of Toronto or in language departments of the School of Graduate Studies. For students in a master's program who lack adequate training in linguistics, this may mean additional course work (usually not more than one course) beyond the minimum requirement of six or eight half-courses specified by the Department of Curriculum. The following are particularly pertinent among the offerings of the University of Toronto Department of Linguistic Studies: 1109, 1142X, 1205X, 2450, and 6350. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

Among the courses described below, the following are of special interest to students concentrating in applied linguistics within the Department of Curriculum: 1311X, 1317, 1318, 1330, 1332, 1333, 3311X, 3319X, and 3330.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Department of Curriculum, should assist the student and his advisor in selecting the section that best suits the student's needs and interests.
Staff, Summer Session and Regular Session

1301X PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.

Prerequisite: Permission of the instructor.

R. Garry and staff, Regular Session

1302X INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.

E. Regan, Regular Session

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1352X, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff (offered as required)

1305X TECHNIQUES FOR IMPROVING INSTRUCTION

An innovative course for teachers and supervisors who want to study, experience, and test diverse teaching techniques useful at all educational levels. Microteaching, behavior modification, games, simulations, contracts, and the analysis of teaching and of the classroom ecology will be examined and practiced. Students will have an opportunity to review research on issues of interest to them such as teaching styles and effectiveness, synectics, and basic education.

Staff (offered as required)

1310X READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.

J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311X READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.

F. Smith, Regular Session

1312 APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: Permission of the instructor.

H. Rawson, Regular Session

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation, and the relationship of curriculum to classroom practices will be examined.

B. Fillion, Regular Session (after hours)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation are analyzed.
C. D. Carlow, Summer Session and Regular Session (after hours)

1317 THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory, and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (alternate years; not offered in 1975/76)

1318 METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Regular Session (offered in 1975/76 and alternate years)

1320XQ SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Regular Session (after hours; not offered in 1975/76)

1320XR SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Prerequisite: Permission of the instructor.
D. A. Roberts (not offered in 1975/76)

1321X THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and 1320XQ or 1320XR, or equivalent.
D. A. Roberts, Regular Session (after hours)

1322XQ SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching-learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."
M. J. van Manen, Regular Session (after hours)

1322XR SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social

inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focuses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
M. J. van Manen, Regular Session (after hours)

1330 FONDEMENTS LINGUISTIQUES DE LA PÉDAGOLINGUISTIQUE FRANÇAISE

Revue de la pédagolinguistique française; examen critique de théories linguistiques et de descriptions monolingues et différentielles pertinentes à l'apprentissage du français langue seconde, contribuées par la linguistique statique (grammaires structurales, génératives, préstructuralistes), par la linguistique dynamique et par la psycholinguistique; analyse linguistique et pédagolinguistique de problèmes choisis en phonologie, morphologie, syntaxe, sémantique, variation intralinguistique.

Prerequisite: 1333 or equivalent.
E. Brent, Regular Session (alternate years; not offered in 1975/76)

1332 DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.

Prerequisite: 1333 or equivalent.
Staff, Regular Session (after hours)

1333 INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

(cross-listed with the Department of Linguistic Studies, University of Toronto)

A general introduction to the scientific study of language, focusing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
E. Brent, Regular Session (after hours)

1340X AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching–learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X.

F. B. Rainsberry, Regular Session

1342X FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic studies, critical approaches to film study, and various teaching procedures will be discussed and analyzed.

B. Fillion, Regular Session (after hours)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enroll in 1352X is expected to draw up a proposed plan of study, deliver one copy of this proposal to his faculty advisor, and deliver a second copy to the instructor with whom he wishes to take the course.

Prerequisite: Approval by both individuals specified above.

Note: Course 1352X will not be approved on a student's Program Planning Sheet until the conditions specified above have been met.

1355X PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.

F. M. Connelly, Regular Session (offered as required)

1357 ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.

F. M. Connelly, Summer Session

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.

Prerequisite: Knowledge of descriptive statistics and elementary testing concepts or the permission of the instructor.

J. Weiss and staff, Summer Session and Regular Session (after hours)

1370X THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310X.

J. A. McInnes, Regular Session (after hours)

1380X MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyze the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.

G. L. McDiarmid, Regular Session

3300X RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X.

G. L. McDiarmid, Regular Session (offered as required)

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data.

Prerequisite: 1310X or 1311X.

Staff (offered as required)

3311X THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311X and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311X or permission of the instructor.

F. Smith, Regular Session

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research, theory, and practice related to the learning of mathematics at the elementary or secondary levels. Students will apply the insights from these sources to the development and critique of projects of interest.

Prerequisites: 1316X and a Project Proposal approved by the instructor.

C. D. Carlow, Summer Session (1975 and alternate summers); Regular Session (alternate years; not offered in 1975/76)

3319X COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317 or 1318, or permission of the instructor.

H. H. Stern and staff, Regular Session

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.

F. M. Connelly and *D. A. Roberts* (offered as required)

3322X RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.

M. J. van Manen (alternate years; not offered in 1975/76)

3330 TRAVAUX PRATIQUES DE PÉDAGOLINGUISTIQUE FRANÇAISE

Elaboration d'une grammaire pédagogique du français; étude des variétés du français parlées au Canada et des problèmes pédagogiques connexes; évaluation de matériaux didactiques du français langue seconde; autres sujets selon le choix des participants.

Prerequisite: 1330 or equivalent.

E. Brent, Regular Session (offered as required)

3340 RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340X and 1341X.

F. B. Rainsberry, Regular Session (after hours; offered as required)

3352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

The following courses might also be of special interest to students in Curriculum:

Applied Psychology: 1200X, 1206X, 1209X, 1230X, 3200X, 3203X, 3209X, 3220X

Computer Applications: 1500X, 1510X, 1515X

Educational Administration: 1016X, 1020X

Educational Planning: 1721X

History and Philosophy of Education: 1412X, 1428X, 1431X, 1432X, 1434X, 1441X, 1443X, 1444X, 1450X, 1451X, 3445X, 3451X

Measurement and Evaluation: 1610X, 1615X, 1659X, 1660X, 1666X

Sociology in Education: 1903X, 1908X, 1909X, 1919X, 1935X, 3911X, 3930X

Educational Administration

THOMAS R. WILLIAMS, *Ph.D.* *(University of Michigan)* *Associate Professor and Chairman of the Department* (Metropolitan Toronto study; decentralization in large school systems; trustee–administrator relationships; school–community relationships)

MARJORIE S. ARIKADO, *Ph.D. (Toronto)* *Assistant Professor* (leadership development, evaluation of school personnel; open education and team teaching; change implementation and evaluation)

ALAN F. BROWN, *Ph.D. (Alberta)* *Professor* (dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership)

PETER J. CISTONE, *Ph.D.* *(Pennsylvania State)* *Associate Professor* (politics of education; organization theory; school board member recruitment and socialization; educational governance and policy-making)

JOHN E. DAVIS, *Ph.D. (Toronto)* *Assistant Professor and Head, OISE Midwestern Centre* (organizational and professional development)

ROBIN H. FARQUHAR, *Ph.D. (Chicago)* *Professor and Assistant Director, OISE* (preparation in educational leadership; nonpublic schools; interuniversity cooperation; international approaches in administration; recruitment of educational leaders; creativity and futurism)

GEORGE E. FLOWER, *Ed.D. (Harvard), F.C.C.T., F.O.T.F.* *Professor and Coordinator of Graduate Studies, OISE* (organization; leadership; finance; theories in administration; university administration)

T. BARR GREENFIELD, *Ph.D. (Alberta)* *Professor* (organizational analysis, values, and action; organizational design; inventing and improving organizations)

JOHN H. HOUSE, *Ph.D. (Alberta)* *Associate Professor and Academic Services Officer, OISE* (systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; operations analysis and management systems)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)* *Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies* (allocation of provincial funds and their relationship to socioeconomic measures of educational need; economics of education; evaluation and statistical data analysis)

MALCOLM A. LEVIN, *Ed.D. (Harvard)* *Associate Professor, cross-appointed to Curriculum* (program design, implementation, and evaluation; problems in creating educational settings; alternative schools; school and community)

*JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed from the Ontario Council for Leadership in Educational Administration (OCLEA), Executive Director
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

DOUGLAS A. PAUL, *Ph.D. (Wisconsin)*
Assistant Professor
(organizational theory and administrative behavior; knowledge utilization and change strategies; innovation diffusion)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor
(grants to school boards; school costs; taxation for education; separate school organization; local and central control of education; school law)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(future context of education; legal context of Canadian education)

DORIS W. RYAN, *Ph.D. (Chicago)*
Associate Professor
(organizational studies; decision-making; community involvement; secondary and postsecondary school studies)

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor and Assistant Coordinator of Graduate Studies, OISE
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; open education; development of teacher organizations; politics of education; American Indian education; inner-city education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program development and innovative education; alternative schools; understanding belief and value systems pertinent to education)

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

A single integrated program focused on the problems of designing educational organizations leads to the M.A. and Ph.D.

degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(*a*) experience as a school business official or in some other professional role in educational administration;

(*b*) two letters of recommendation;

(*c*) a promising score on the Miller Analogies Test (see page 7);

(*d*) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $70 for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(*a*) the core module, 1040X and 1041X;

(*b*) a specialized module, 1017X and 1031X;

(*c*) an elective module, normally including one half-course from the M.Ed. Human Relations courses – 1012X, 1023X, and 1024X – and one half-course from the Department of Educational Planning.

Students may enroll full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one regular session; on a part-time basis, in any combination of three regular or summer sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practicing school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practicing administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 20 to 21, the department requires that, whenever possible, the two letters of reference (page 3) should be written by (*a*) an educational administrator for whom the applicant has worked, and (*b*) a professional colleague. Also, MAT scores are required for both part-time and full-time applicants (see page 7).

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take:

(*a*) a core module normally to be taken first in the student's program and consisting of:

1040X Administrative Problems I: The School
1041X Administrative Problems II: The School in Society; and

(*b*) one half-course in human relations selected from:

1012X Clinical Analysis of the Administrative Process
1023X Interpersonal Relations in School Systems
1024X Clinic in Administrative Relationships; and

(*c*) five elective half-courses, at least one of which must be taken in educational administration; for a total of eight half-courses.

Students lacking teacher training and experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(*a*) Policy Development and Politics of Education

(*b*) Economics, Finance, and Business Management of Education

(*c*) Management of Human Resources in Education

(*d*) Administration of Postsecondary Institutions

(*e*) Social Context of Educational Administration

(*f*) Program Development and Evaluation in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that courses in the M.A., Ph.D., and Ed.D. programs are not normally open to them since they require full-time study or, at least, attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enroll, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION
(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Winter terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1975 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1975/76 Regular Session.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practicing educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 23 to 24, the Department of Educational Administration specifies the following:

(*a*) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(*b*) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by at least one letter of reference from a senior administrator under whom the applicant has functioned, commenting on the applicant's
- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style;
- awareness of current social and educational issues;
- ability to express himself in an effective manner, both in speech and in writing.

(*c*) The applicant must also furnish at least one letter of reference from a professor under whom he has studied, commenting on his scholarly achievement.

(*d*) After an initial screening, successful applicants will be interviewed by a selection team.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(*a*) the Ed.D. core module, which consists of three half-courses – 3040X, 3041X, and 3042X – that apply theoretical and practical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(*b*) Option Module A, which consists of two half-courses that offer the student an opportunity for advanced study in one of the six areas of concentration cited in the M.Ed. program description;

(*c*) Option Module B, which consists of either:
- a two half-course internship (3044X and 3045X) and one half-course elective (to be taken outside the Department of Educational Administration), or
- a half-course internship (3044X) and two half-course electives (one of which will be from outside the Department of Educational Administration);

(*d*) a developmental thesis that describes the invention, application, and evaluation of a program to accomplish an important task in educational organization.

A student's program of study will normally begin in the Fall term with two courses of the Ed.D. core module and one elective from Module B. During the Winter term (and Spring term, if a two half-course internship is chosen) the student will take Option Module B and the remaining course of the Ed.D. core module. Option Module A will generally be taken during the summer after the year of residence, or may be completed after hours during a Regular Session outside the year of residence, thus completing the eight half-courses required for the degree. Three independent papers are required, each of which synthesizes and applies the knowledge gained in one of each of the three modules. Two of these papers must be satisfactorily completed before the student's proposal for a developmental thesis will be accepted.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students in the analysis and design of educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended but not required for admission. The program is designed for students who have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The program is available to students only through full-time study. Students must also meet the general admission requirements for M.A. and Ph.D. programs as described on pages 22 and 25. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. Because the program design integrates both credit and non-credit experiences, satisfactory completion of all program elements, as judged by the M.A.–Ph.D. team, is required.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001	Seminar in Educational Organization and Design
1002X	Social Science Seminar
1003X	Research Methodology Seminar
1666X	Elements of Statistics

In addition, one half-course option; a research and development apprenticeship; and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

Throughout the program, students will undertake clinical observation and work within school settings. Opportunities for development of students' interpersonal and group process skills are also provided.

The second year is similar to the first, and includes:

3001	Advanced Seminar in Educational Organization and Design
3002X	Advanced Social Science Seminar
3666X	Intermediate Statistics and Research Design

In addition, two half-course options, an apprenticeship, an internship, and a second independent paper are required.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, an internship and a thesis.

Courses 1001 and 3001 and half-courses 1002X and 3002X constitute the student's major in Educational Administration; 1003X, 1666X, and 3666X constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Administrative and organizational theory is applied to the analysis of fundamental questions regarding the purposes, functions, and forms of educational organization. The questions identified in this course are selected to shape inquiry throughout the M.A.–Ph.D. program.
A. F. Brown, R. I. Simon, and staff, Regular Session

1002X SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content and methodology from such fields as economics, political science, psychology, sociology, and anthropology are applied to problems related to educational organization and design.
T. B. Greenfield, M. A. Levin, and staff, Regular Session

1003X RESEARCH METHODOLOGY SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton and staff, Regular Session

1012X CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies, simulation materials, and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
Staff, Summer Session and Regular Session

1016X PROGRAM ORGANIZATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
M. S. Arikado, J. E. Davis, M. A. Levin, and *R. I. Simon,* Summer Session and Regular Session

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of

distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
J. R. McCarthy and *E. B. Rideout*, Summer Session and Regular Session

1018X THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
P. J. Cistone, A. D. Selinger, and *T. R. Williams*, Summer Session and Regular Session

1020X THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multimedia presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity (*a*) to develop a personal and professional orientation toward change, and (*b*) to apply this orientation to a self-selected educational problem from the real or an imagined world.
M. P. Robbins, Regular Session

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to his students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for his role.
D. W. Ryan and *A. D. Selinger,* Summer Session and Regular Session

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow (*a*) more accurate prediction of appropriate behavioral responses, and (*b*) suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
Staff, Summer Session and Regular Session

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The economic aspects of administering educational systems are analyzed through concepts from program budgeting, input-output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
Staff, Regular Session (not offered in 1975/76)

1029X SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session

1030X THE LEGAL CONTEXT OF EDUCATION

An exploration of the interrelationships among legal doctrine, legal process, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.

Prerequisite: Permission of the instructor.
M. P. Robbins, Regular Session

1031X SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
E. B. Rideout, Regular Session
(offered in Summer Session 1975 and alternate summers)

1032X ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in community colleges will be analyzed in the light of various administrative theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
D. W. Ryan and staff, Regular Session (after hours)

1040X ADMINISTRATIVE PROBLEMS I: THE SCHOOL

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organizational theory will be applied to the analysis of problems in defining roles and responsibilities within an

organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. Other topics may include patterns of program organization, non-grading, flexible scheduling, grading and reporting, open education, alternative schools, and program evaluation. The uses of research in identifying and solving problems in educational administration will be emphasized.
M. S. Arikado, A. F. Brown, D. A. Paul, and staff, Summer Session and Regular Session

1041X ADMINISTRATIVE PROBLEMS II: THE SCHOOL IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include community conflict and involvement, school board/administrator/teacher relationships, the impact of provincial legislation, and the financing of education in Ontario.
P. J. Cistone, J. H. House, M. A. Levin, J. R. McCarthy, and *D. A. Paul,* Summer Session and Regular Session

1052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1001, but at a more advanced level.

Prerequisite: 1001.
A. F. Brown, R. E. Simon, and staff, Regular Session

3002X ADVANCED SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1002X, but at a more advanced level.
T. B. Greenfield, M. A. Levin, and staff, Regular Session

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: (*a*) the structure of organizational behavior, (*b*) some dynamics of groups and individuals, (*c*) studies of interpersonal behavior in administration, (*d*) designing organizations for individuals.
A. F. Brown, Regular Session

3018X THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local and provincial levels. Areas of study will include those introduced in 1018X, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
T. R. Williams, Regular Session

3020X ADVANCED SEMINAR IN EDUCATIONAL FUTURES

An advanced, in-depth consideration of some of the topics developed in course 1020X. Seminar students assist in planning the agenda for the course and have an opportunity to develop topics for independent inquiry or thesis research.

Prerequisite: 1020X, or 1935X, or permission of the instructor.
M. P. Robbins, Regular Session

3040X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I

3041X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II

3042X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III

These three seminars are designed to shape inquiry throughout the program. Included are seven areas of study: Organizational Theory and Application, Management Techniques in Educational Settings, Educational Issues and Policy Development, Economics and Finance in Education, Politics of Education, Organizational Development, and Research and Development Techniques.

Ed.D. students must enroll in all three seminars concurrently.
M. S. Arikado, R. H. Farquhar, J. H. House, J. R. McCarthy, D. F. Musella, D. A. Paul, E. B. Rideout, M. P. Robbins, D. W. Ryan, A. D. Selinger, and *T. R. Williams*, Regular Session

3044X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
Staff, Regular Session

3045X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044X.
Staff, Regular Session

3052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. and Ed.D. program description:

Adult Education: 1100X, 1106XR

Computer Applications: 1525X

Curriculum: 1301X, 1302X, 1305X, 1360X

Educational Planning: 1700X, 1701, 1704X, 1706X, 1715X, 3710X

History and Philosophy of Education: 1403X, 1417X, 1434X, 3426X, 3427X

Measurement and Evaluation: 1659X, 3610X

Sociology in Education: 1909X, 1929X, 1935X, 1960X, 1970X, 3950X

Higher Education: 1803, 1809X

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor and Chairman of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies and to Measurement and Evaluation

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor
(economics of education, particularly quantitative models for educational policy; theory; history and political economy of planning)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group, and Director of Research for the Council of Ontario Universities

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; alternative policies for postsecondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in local education authorities; school–community interaction; implementation of educational innovations; equity in school provisions)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography and Canadian socio-economic history in relation to education in Canada and especially in Ontario)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed to Computer Applications
(operations research/systems analysis in educational planning; information systems and resource allocation structures for school board planning and decision-making)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(large-scale simulation models for projecting and analyzing provincial and county board instructional expenditures; analysis of information flows for educational decision-making; development and application of management/planning techniques for postsecondary institutions)

*CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/demand studies of the teacher force; enrollment projections)

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* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(educational planning for developing nations; comparative and international education; planned social change in Canada; Indian and Innuit [Eskimo] education; UNESCO)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the non-credit departmental seminar N1713X at the master's level, or N3713X at the doctoral level.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practicing planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 23 and 24, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(*a*) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(*b*) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.

(*c*) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 25 and 26, work for this degree includes:

(*a*) a major in Educational Planning, consisting of four appropriate half-courses;

(*b*) a first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto;

(*c*) a second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

Note: The Department of Educational Planning is conducting a major review of its graduate instruction programs. For further information regarding possible program changes, please contact the department.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrollment. There will probably be more courses offered after hours in a given year than the calendar indicates.

1700X THEORIES OF MICRO-EDUCATIONAL PLANNING

An application of concepts of town planning, regional planning, and land use to school planning; an examination of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions and of planning to educational research.
C. Watson and *F. G. Ridge,* Regular Session (after hours)

1701 SCHOOL SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
C. Watson, B. L. Hansen, and *S. Quazi,* Regular Session (after hours)

1702X UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
C. Watson and *S. Quazi,* Regular Session (after hours)

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.
M. L. Handa, Regular Session

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

An introduction to selected techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems in a systematic framework of analysis. Emphasis will be on application and evaluation of the techniques in an educational planning context, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.

Prerequisite: 1666X or permission of the instructor.
S. Padro, Regular Session (after hours)

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.
B. B. Macleod, Regular Session (not offered in 1975/76)

1706X THE BUDGETARY PROCESS IN EDUCATIONAL PLANNING

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general, and on education in particular.
J. W. Holland, Regular Session (after hours)

1707X EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models,

which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.
G. S. Tracz, Regular Session

1708X EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.
J. P. Farrell, Regular Session

1709X THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session
(classes in French on request)

1710X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES FOR PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs, such as French instruction.
E. H. Humphreys, Regular Session
(after hours; offered as required)

1712X MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutability of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.
Staff, Regular Session

N1713X SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL

This is a compulsory non-credit course expected to be taken by every full-time student as part of the academic program during each year of residence within the

department. Since the seminar is a departmental activity, faculty members are also expected to attend regularly. The series of seminars includes presentations by visiting speakers, faculty, and students. The main object of the course is to provide a regular forum for academic discussion in the department.
Staff, Regular Session

1714X THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic planning, and their applications to education at different levels of decision-making. Educational planning problems and processes in Canada will be discussed.
Staff, Regular Session

1715X METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1719X PLANNING THEORIES AND ISSUES IN COLLEGE AND UNIVERSITY MANAGEMENT

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management, institutional–system level relations, and university–government relations.
G. S. Tracz, Regular Session

1721X SOCIAL AND ECONOMIC INFLUENCES IN CANADIAN EDUCATION

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.
B. B. Macleod, Regular Session (not offered in 1975/76)

1752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703X WORKSHOP: TOPICS IN ECONOMICS OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a related topic for discussion and analysis in the workshop. Included among past themes have been: Canadian studies in the economics of education; micro-educational planning models; educational planning for disadvantaged groups in Canada; socialist concepts of political economy of education.

Prerequisite: 1703X or equivalent.
M. L. Handa, Regular Session

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING

The purpose of this course is to examine and evaluate applications of systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.
G. S. Tracz, Regular Session

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X or equivalent.
B. B. Macleod (not offered in 1975/76)

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X or equivalent.
Staff (not offered in 1975/76)

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, elementary queuing theory, and Monte Carlo simulation techniques; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions.

Prerequisites: 1704X or equivalent. Mathematics prerequisites to be discussed with the instructor.
S. Padro, Regular Session (alternate years; not offered in 1975/76)

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson,* Regular Session

3710X SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competition for a society's resources.
W. E. Alexander, V. R. D'Oyley, and *J. W. Holland*, Regular Session

N3713X SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for N1713X, but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during his period of resident study.
Staff, Regular Session

3715X SEMINAR: ADVANCED DEMOGRAPHIC ANALYSIS

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.
Prerequisite: 1705X or equivalent.
B. B. Macleod (not offered in 1975/76)

3716X METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for the prospective or practicing researcher who wishes to use comparative data in his work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (*a*) the special analytical problems faced when using comparative data, and (*b*) the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session

3721 TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned on page 89.
Prerequisite: Permission of the instructors.
E. H. Humphreys and staff (offered as required)

3722 TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.
E. H. Humphreys and staff (offered as required)

3752X SEMINAR: INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Computer Applications: 1510X, 1525X
Educational Administration: 1017X, 1030X
Sociology in Education: 3930X

History and Philosophy of Education

TREVOR J. WIGNEY, *Ed.M. (Harvard)*
Assistant Professor and Chairman of the Department
(Canadian education; adult education and politics; progressivism in Ontario education; education in derivative cultures – Britain and the Commonwealth)

CLIVE M. BECK, *Ph.D. (New England)*
Professor
(philosophy of values; social theory; moral education; theory of educational inquiry)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

*W. ROBERT DAVIS, *M.A. (Cambridge)*
Lecturer
(history of Canadian labor; working class history and the relationship of schools to this history)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Assistant Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies; moral development in penal reform)

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer
(European education and intellectual history; Modern France; the Renaissance)

**DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Assistant Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

DOUGLAS MYERS, *Ph.D. (Edinburgh)*
Associate Professor
(Canadian and British education; the training, role, and influence of teachers)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Assistant Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Assistant Professor
(philosophy of science; historiography; philosophy of traditions; the history and philosophy of 17th-century science; historical record linkage)

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* Graduate Studies Academic Secretary, to whom inquiries concerning programs in History of Education should be directed.

**Graduate Studies Academic Secretary, to whom inquiries concerning programs in Philosophy of Education should be directed.

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education

M.A. in History and/or Philosophy of Education

Ed.D. in History and/or Philosophy of Education

Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education. This program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History and/or Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in History and/or Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History and/or Philosophy may be required.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in History and/or Philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Department of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in History and/or Philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(*a*) Three half-courses in History and/or Philosophy of Education.

(*b*) Two half-courses, or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(*c*) One elective half-course normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(*d*) A thesis.

Note: Any student planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the November convocation should plan his thesis research and writing so as to enable him to present the final draft of his thesis to his committee *not later than September 1.* This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see page 23), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(*a*) Four half-courses taken on a part-time basis prior to beginning full-time resident study.

(*b*) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to undertake the Ed.D. Seminar (two half-course credits) and two practicums (each one half-course credit) under the guidance of individual faculty members.

(*c*) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focuses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires three years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in History and/or Philosophy of Education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:

(*a*) two half-courses in History and/or Philosophy of Education;

(*b*) an outside minor consisting of two half-courses or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies;

(*c*) two elective half-courses, normally, but not necessarily, in History and/or Philosophy of Education;

(*d*) a thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or the doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

1400X HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.
J. S. Hockley, Regular Session (after hours)

1401X HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.
J. S. Hockley, Regular Session (after hours)

1402X HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402X.)
J. S. Hockley, Regular Session (after hours)

1403X HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404X and 3403X.)
W. Brehaut, Regular Session (after hours)

1404X HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403X. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403X or equivalent.
W. Brehaut, Regular Session (after hours)

1406X HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses. In 1975/76 the course will explore the relation of Britain to Canada, Australia, and New Zealand.
T. J. Wigney, Regular Session

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (state) educational controversies that marked the nineteenth-century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth century.
D. Myers, Regular Session (after hours)

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.

T. J. Wigney, Regular Session (after hours)

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT

Not offered in 1975/76.

1411X EDUCATION AND SOCIAL CHANGE: THE AMERICAN EXPERIENCE

This course examines the relation between social change and educational development in American history. It emphasizes urban problems, particularly the educational implications of social stratification and the development of bureaucracy, and studies movements of urban educational reform at different points in time.

Staff, Regular Session

1412X EDUCATION AND CULTURAL CONTROVERSY

Not offered in 1975/76.

1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.

D. Myers, Regular Session (after hours)

1419X RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussion of issues in historiography and consideration of various research projects being conducted in this department.

Staff, Regular Session

1425X CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of Canadian working people, with special emphasis on selected educational issues such as compulsory schooling, vocational schools, curriculum reform.

R. Davis, Regular Session (after hours)

1426X HISTORY OF THE EDUCATION OF WOMEN IN CANADIAN SOCIETY

A consideration of the history of the education of women in Canada, with special reference to Ontario. The course will include studies of the relationship between education and the role of women, the nature of women's organizations and their educational aims and activities, and similar themes.

T. J. Wigney and staff, Regular Session

1427X THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.

H. Troper, Regular Session (after hours)

1428X MINORITY AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.

H. Troper, Regular Session (after hours)

1430X PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.

E. C. Olsen, Regular Session

1431X THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430X, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor

E. C. Olsen, Regular Session

1432X KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430X or 1431X except by permission of the instructor.

E. C. Olsen, Regular Session (after hours)

1433X FREEDOM AND RESPONSIBILITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.

E. C. Olsen, Regular Session (after hours)

1434X PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Concepts of education in a democratic society will be examined in the light of Dewey's classical work, the more recent philosophy of education, and more recent social criticism and political philosophy. The notions of "democratization" and "politicization" and the educational implications of contemporary criticism of democracy will be considered with reference to Canadian materials.

(This course is for students with little or no background in philosophy.)
D. Misgeld, Regular Session (after hours)

1435X DEMOCRACY AND EDUCATION

A seminar course developing the theme of 1434X in more specific directions such as: the role of the critique of technology and science as ideology, technocratic attitudes toward democracy and education and their critique, crises of legitimacy in advanced industrial societies, the "end of ideology" debate today, the dilemmas of social control and the idea of emancipation. In conclusion, Dewey's work is to be reassessed in light of the topics mentioned.

Prerequisite: 1434X or permission of instructor.
D. Misgeld, Regular Session (after hours)

1438X PHILOSOPHY OF VALUE AND THE NATURE AND ROLE OF EDUCATION

This course is concerned with such topics as values and aims in education, "education for life," education and society, education and the future, freedom and authority in education, the nature of teaching and learning, "deschooling society," education and sociocultural reform.
C. M. Beck, Regular Session (after hours)

1441X MORAL EDUCATION

This course is concerned with such topics as theories of human moral makeup, theories of moral development, various approaches to value education, community involvement in value education, value education and social reform, the problems of indoctrination, the problems of assessment, specific materials and learning strategies, current political and institutional problems.
C. M. Beck, Summer Session and Regular Session (after hours)

1442X MORAL THEORY FOR THE SCHOOLS

This is a comprehensive introductory ethics course for people who wish to develop a body of value theory that they can bring to bear (in other courses and contexts) on educational problems. No background in philosophy is required but an interest in exploring issues in ethical theory is desirable.
C. M. Beck, Regular Session (not offered in 1975/76)

1443X THE LEARNING OF VALUES: A PRACTICUM

Inquiry into factors affecting the learning of moral and social values in various educational settings, on both a theoretical and practical level. This involves a study of basic theories of values and value education, the planning and development of program units, teaching strategies, etc., and the implementation of the program under varying conditions such as those in elementary schools, secondary schools, "free" schools, provincial training schools.
J. A. Eisenberg, Regular Session

1444X THE LOGIC OF THE CURRICULUM

Not offered in 1975/76.

1445X THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION

Topics will include the aims and methods of a philosophical anthropology; the relation between philosophical and scientific knowledge of man; the problem of anthropological constants and of a philosophical "proto-theory" for the

sciences of man; language, history, and morality as interrelated dimensions of human beings; historical materialism reconsidered. These topics will be discussed with particular reference to education.
D. Misgeld, Regular Session
(after hours; not offered in 1975/76)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester, Regular Session (after hours)

1451X THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES

A consideration of some of the major contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and of the social sciences to the teaching of these subjects.
J. A. Eisenberg, Regular Session (after hours)

1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1452XL INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: TEACHING WORKING-CLASS HISTORY

This course on working-class life and history will: (1) examine some principles for defining working-class history and its place in the school; (2) design new study units and discuss how to improve old ones; and (3) evaluate the strengths and weaknesses of selected readers and textbooks as these relate to teaching methods from kindergarten to grade 13. The course will be a practical one based on the interests and teaching programs of the students who register.
R. Davis, Regular Session (after hours)

1453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Description as for 1452X above.

1453XL INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: THE "CRITICAL THEORY OF SOCIETY" AND SOCIAL INQUIRY IN EDUCATION

The "Critical Theory of Society," as represented by Marcuse, Horkheimer, Adorno, and Habermas, will be analyzed with regard to its suitability as a foundation for reflection on social issues in education. Its relation to other models of social understanding, such as phenomenology, ethnomethodology, and the philosophy of ordinary language, will be explored.
D. Misgeld, Regular Session (after hours)

1456X ALTERNATIVES IN EDUCATION
A consideration of the theory and practice of such notable designers of alternative education as Maria Montessori, A. S. Neill (Summerhill), Rudolf Steiner (Waldorf), Anton Makarenko, Paulo Freire, Ivan Illich, and Wilhelm Reich. The class will also study what the public school system can learn from such experiments.
R. Davis, Regular Session (after hours)

1464X EDUCATION FOR UNDERDEVELOPING COUNTRIES
A seminar course including the following topics: Canada's relations with the Third World, factors responsible for reinforcing the process of underdevelopment, Canadian aid to Third World educational systems, how Canadian attitudes toward underdevelopment and the Third World are shaped, studies of alternative approaches to education in the Third World and in Canada about the Third World.
G. L. Caplan, Regular Session (after hours)

1465X RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES
A research seminar based on topics covered in 1464X. Open only to students taking 1464X in the first term, or by specific personal permission of the instructor.
G. L. Caplan, Regular Session (after hours)

3402X PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION
European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neo-humanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. The course complements 1402X but may be taken independently of it.
J. S. Hockley, Regular Session (after hours)

3403X HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL
Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut, Regular Session

3420X URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS
An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
I. Winchester, Regular Session (after hours)

3424X ONTARIO EDUCATION 1880–1930

A research course designed for students wishing to develop thesis topics. An examination of reform movements in education and social policy in Ontario, 1880–1930.

Prerequisite: 1403X or permission of the instructor.
T. J. Wigney, Regular Session

3426X EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN CANADA
A seminar course designed to examine the concepts of political culture and sociali-

zation, and to determine their nature and functioning in the Canadian context.
G. L. Caplan, Regular Session

3427X RESEARCH SEMINAR IN EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN CANADA

A research seminar based on topics covered in 3426X. Open only to students taking 3426X in the first term, or by permission of the instructor.
G. L. Caplan, Regular Session

3428X MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1427X, 1428X, or permission of the instructor.
H. Troper, Regular Session (after hours)

3436X AESTHETICS AND EDUCATION

This course will examine: education as an aesthetic experience; education for appreciation of art; art as education.
Staff, Regular Session

3445X ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with instructor.
I. Winchester, Regular Session (after hours)

3446X METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester, Regular Session (after hours)

3448X SELECTED PROBLEMS IN PHILOSOPHY OF EDUCATION

This course will concentrate on existentialism, philosophical anthropology, and the notion of dialogue in relation to phenomenological philosophy. Topics are: existential and phenomenological foundations for an educational anthropology, and the role of existentialist thought in education; concepts of choice, decision, action, self, bad faith, and authenticity; self-realization and awareness of others; dialogue, communicative interaction, and "being-with-others"; limits of educational technologies from the point of view of an existential concept of man.
D. Misgeld, Regular Session (after hours; not offered in 1975/76)

3451X METHODOLOGICAL PROBLEMS ARISING IN HISTORY AND SOCIAL SCIENCE EDUCATION

A problem course dealing with current philosophical problems in the areas designated. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry, objectivity in the social sciences, the notion of causality, the nature of creativity and its relation to

the "logic" of discovery, reasoning procedures in the social sciences, validation procedures, the nature of cognitive structures, and the teaching of cognitive structures are among those to be considered.
J. A. Eisenberg, Regular Session (after hours)

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

3453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453X, but at the doctoral level.

3453XL INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: HERMENEUTICS, PSYCHOANALYSIS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

This course will develop an interpretive approach toward a theory of verbal communication with reference to educational norms, ideals, and institutions. Attention will be given to the humanistic tradition and the function of rhetoric in moral and political education. The relation between causal explanation, interpretive understanding, and critical reflection will be discussed with special reference to psychoanalysis and a historically oriented critical theory of society.

Prerequisite: 1453XL or permission of the instructor.
D. Misgeld, Regular Session (after hours)

3454X PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.
Staff, Regular Session

3464X PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular region.
Staff, Regular Session (after hours)

3490 ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff, Regular Session

3494X ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff, Regular Session

3495X ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494X.
Staff, Regular Session

Measurement and Evaluation

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Associate Professor and Chairman of the Department
(scaling theory and analysis of categorical data)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(measurement for guidance and counseling)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis)

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor
(cognitive experience functioning in urban subcultures; teacher education strategies and educational policies for developing countries)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

***ALEXANDER EVEN**, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development; tailored testing, simulation techniques for evaluating problem-solving)

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

W. GERALD FLEMING, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of the Coordinator of Graduate Studies and to Educational Planning
(contemporary development of all aspects of education in the Province of Ontario)

DOROTHY M. HORN, *Ed.D. (Columbia)*
Assistant Professor
(mathematics test development)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of Field Development

ROSS E. TRAUB, *Ph.D. (Princeton)*
Associate Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum
(evaluation of educational technology and programs)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

PROGRAMS OF SPECIALIZATION

The basic goal of the department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory, and to prepare them to utilize methodology and theories in the area of evaluation. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.Ed. students must take at least four of the half-courses required for the M.Ed. degree within the department.

M.A. students must take four of the six half-courses required for the M.A. degree within the department. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this department they are advised to take the following courses: 1604X, 1670X, 1680X, and 3666X. These courses do not necessarily have to be taken during the M.A. year, but a student must have finished them, or their equivalent, before completion of the Ph.D. degree.

Ph.D. students must take at least four 3600-level courses, with 3666X possibly serving as one.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer-programming techniques. Successful completion of 1520X will be one way of satisfying the computer-programming requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Center, in accordance with the policy stated for the Master of Education for Special Purposes (see page 21).

Further information is given in a brochure that can be obtained from the department.

The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1975 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1975/76 Regular Session, both off-campus and on-campus.

All full-time students are required to take the Miller Analogies Test. In addition, all doctoral candidates are required to take the Graduate Record Examinations. Please see pages 7–8.

COURSES

Courses at the 1600 level are generally considered introductory, while those at the 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses, or that master's students cannot take 3600-level courses.

N1601X DESCRIPTIVE STATISTICS

Students enrolling in courses 1610X, 1611X, or 1660X, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Regular Session (first five weeks) and Summer Session (first two weeks)

1604X ELEMENTS OF TEST THEORY

Classical test theory, validity and prediction theory, item analysis and test assembly, scoring and equating.

Desirable background: Completion of or concurrent registration in 3666X.
R. E. Traub, Regular Session (after hours)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: N1601X or equivalent.
A. Even, Regular Session (after hours)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: N1601X or equivalent.
S. A. Alvi, V. R. D'Oyley, W. G. Fleming, and *S. B. Khan*, Summer Session and Regular Session (daytime and after hours)

1615X TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610X and 1666X, or equivalents (or concurrent registration in these courses).
D. Horn, Summer Session and Regular Session (after hours)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: Permission of the instructor.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The specific content will depend on current issues. Emphases are on the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside.

Prerequisite: Permission of the instructors.
V. R. D'Oyley and *H. H. Russell,* Summer Session and Regular Session (after hours)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: N1601X or equivalent.

M. D. Ellis and staff, Summer Session and Regular Session (after hours)

1664X MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

1666X ELEMENTS OF STATISTICS

A brief review of descriptive statistics, including simple correlation and regression, probability distributions, sampling distributions, expectations and moments, inference about population parameters, basic principles of experimental design and one-way analysis of variance, and multiple comparison procedures.

D. F. Burrill and staff, Summer Session and Regular Session (daytime and after hours)

1670X ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.

R. P. McDonald, Regular Session (after hours)

1675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (after hours)

1677X ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and belief systems, theories of attitude formation and change,

discussion of selected measurement techniques, review of selected empirical research on attitude change and its relevance for education.
S. B. Khan, Regular Session (after hours)

1680X ELEMENTS OF SCALING

Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples.

Desirable background: 1666X.
S. Nishisato, Regular Session (after hours)

3602X ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; offered in 1975/76 and alternate years)

3605X ADVANCED TEST THEORY

Alternative models to the classical test theory model (e.g., models for non-parallel tests, binomial error models, latent trait models), matrix sampling, considerations derived from decision theory, and programmed testing.

Desirable background: 1604X and 3666X.
R. E. Traub, Regular Session (daytime; alternate years; not offered in 1975/76)

3608X PERSONALITY MEASUREMENT

Examination of methodologies and problems in the construction of personality tests, tests standards, response styles, problems in measuring particular personality characteristics, actuarial prediction, statistical methods of decision-making in selection and personality assessment, and the ethics of personality assessment.

Prerequisite: 1670X or equivalent, or permission of the instructor.
Staff (alternate years; not offered in 1975/76)

3610X EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socio-educational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours; offered in 1975/76 and alternate years)

3637X ADVANCED SCALING THEORY

Emphasis on rigorous statistical bases for such scaling procedures as optimal scaling, current Thurstonian scaling, and multidimensional scaling.

Desirable background: 1680X and 1675X.
S. Nishisato, Regular Session (after hours; offered in 1975/76 and alternate years)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652X, but at the doctoral level.

Prerequisite: Permission of the instructor.

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666X, or equivalent, or permission of the instructors.

R. P. Bhargava and *D. F. Burrill*, Summer Session and Regular Session (daytime and after hours)

3667X ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.

R. P. Bhargava, Regular Session (alternate years; not offered in 1975/76)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisites: 1664X and 3667X, or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.

R. P. Bhargava, Regular Session (daytime; offered in 1975/76 and alternate years)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

Staff, Regular Session (daytime; alternate years; not offered in 1975/76)

3676X STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory, and relations to nonmetric models.

Prerequisites: 3602X and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602X.

R. P. McDonald, Regular Session (daytime; offered in 1975/76 and alternate years)

The following courses might also be of special interest to students in Measurement and Evaluation:

Applied Psychology: 1205X

Computer Applications: 1520X

Curriculum: 1305X, 1360X

Sociology in Education

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor and Chairman of the Department, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

THOMAS C. CORL, *M.A. (Princeton)*
Lecturer
(education and class structure; education and equality; research methods; program evaluation; policy analysis)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, cross-appointed to the Office of the Coordinator of Research and Development Studies
(classroom interaction; socialization; policy and program development; social change; general theory)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor
(alternative educational and social futures; cross-national studies of educational, socioeconomic, and political development; political elites and cultural revolution; theory building)

FRANK V. MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

VANDRA L. MASEMANN, *Ph.D. (Toronto)*
Assistant Professor
(anthropology of education: cross-cultural studies in socialization; immigrant adaptation to educational systems; vocational education and the labor market; female educational aspirations)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(interpretive analysis of normal practices for organizing knowledge; video field study of everyday routines in schools; sociological theories in education)

***W. GORDON WEST**, *Ph.D. (Northwestern)*
Assistant Professor
(participant observation field methods; adolescent cultures and deviant behavior; occupational roles in socializing institutions)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto)*
Project Director in Sociology in Education

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed., which may be taken on a part-time basis. These programs include courses in Sociology in Education as listed on the following pages, together with courses designed with the individual according to his or her interests and/or related courses in other departments in the School of Graduate Studies as well as within the Institute.

The department is currently offering some sections of existing courses off-campus in Timmins. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1975 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1975/76 Regular Session.

This department welcomes applicants with diverse but relevant backgrounds, which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairman, or the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests, including reference to intellectual interests and concerns in the field of education. At least one sample of written work in the social sciences is required, and also two letters of reference – one of which should be from a person in a position to judge the applicant's academic ability and interests. This is in addition to the general requirements for assessment of admissibility, as outlined on pages 19 to 25. All part-time M.Ed. students must commence their program by taking 1900X.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. A. Effrat.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program but suitable for others completing a prerequisite year. Sociological perspectives are illustrated in application to current educational issues and settings, with special emphasis on Canadian content and data.
Staff, Summer Session and Regular Session (after hours)

1902X DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (after hours)

1903X THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of minority religious and ethnic groups in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the problems of bilingual and separate schools in Ontario.
Staff, Regular Session (after hours)

1904X SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
Staff, Regular Session

1906X SPECIALISTS IN THE SCHOOL SYSTEM

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other helping professionals in the educational system. Concepts and principles from the sociology of organizations, professions, and face-to-face interaction will be used. Reading, class discussions, and individual research are the main requirements of the course.
F. Maidman (alternate years; not offered in 1975/76)

1907X FAMILY SOCIALIZATION AND EDUCATIONAL PERFORMANCE

This course involves a critical review of existing literature on the family as related to educational performance. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children, and to data from a study of Canadian families.
F. Maidman, Regular Session (after hours)

1908X SOCIOLOGY OF CLASSROOM INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.
A. Effrat (not offered in 1975/76)

1909X PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open schools, team teaching, non-grading) and their implications for the various school personnel.
M. Fullan, Regular Session (after hours)

1919X SOCIOLOGY OF TEACHER TRAINING

An examination of alternative approaches to teacher training, with the focus on Ontario. This will include the nature of preservice, in-service, and graduate training in terms of the requirements and expectations of the role of the teacher in modern school settings.
Staff (not offered in 1975/76)

1928X THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way knowledge is organized by scientists, artists, and educationists in their normal everyday routines. Seminars include a review of background literature in interpretive sociology and the social construction of reality, as well as case studies in science, art, and education as a basis for individual research projects involving field work or the analysis of historical and contemporary documents.
R. J. Silvers, Regular Session (daytime)

1929X THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analyzed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours)

1935X FUTURE SOCIETIES AND EDUCATION

An introduction to comprehensive ways of thinking about the future. Specific topics will include: (*a*) discerning public attitudes toward the future; (*b*) imagining many alternative futures and assessing their desirability; (*c*) identifying critical forces in contemporary social change; and (*d*) forecasting probable and practicable futures, and discussing actions to create the future. Alternative educational futures will be emphasized.
D. W. Livingstone, Regular Session (after hours)

1940X COMPARATIVE EDUCATION: THEORIES OF EDUCATIONAL DEVELOPMENT

This course will be an overview of systems of education, both formal and informal, in societies of varying levels of complexity. The concept of development will be examined in relation to educational systems and societies. Theories of social change will be discussed with reference to changes in educational systems, especially in Third World societies. Case studies will illuminate the processes of educational development as related to economic and political processes.
V. L. Masemann, Regular Session (daytime)

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960X INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists working in the field of education. General con-

sideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.
Staff, Regular Session (daytime)

1962X SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (daytime)

1970X SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
R. J. Silvers, Regular Session (daytime)

1972X EDUCATION AND THE SOCIOLOGY OF WOMEN

An examination of the social position of women in present-day society. Major fields explored will be sex differences in socialization, educational aspirations, and achievement; women in the labor force.
V. L. Masemann, Regular Session (after hours)

1984X SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session (daytime)

1996X THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.
Staff (not offered in 1975/76)

3900X SOCIOLOGY OF SCHOOL SYSTEMS

Concepts and theories of social systems will be used to examine educational institutions and their component parts. Both theoretical schemes and empirical materials will be used to illuminate six major areas of concern: the societal context of school systems, the goals and socialization functions of schools, social mobility and opportunity structures, organizational dynamics and school system control, occupational roles and the dynamics of work, and peer group social structures.
Staff (not offered in 1975/76)

3901X SOCIOLOGICAL FIELD RESEARCH METHODS IN EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
W. G. West, Regular Session (daytime)

3902X EDUCATIONAL SYSTEMS AND THE LABOR MARKET

This course is concerned with the integration between educational systems and the labor market, at both the institutional and social psychological levels. The impact on individual educational and occupational experiences will be assessed. The following content areas

will be examined: the general structure of the Canadian labor force; changes in the base of recruitment to university and in postsecondary curricula; and the problem of estimating the costs and benefits of different educational strategies.
E. B. Harvey (not offered in 1975/76)

3907X FAMILY DISORGANIZATION, SCHOOL DEVIANCE, AND FAMILY INTERVENTION

This course has two components. In the first part there is a critical assessment of current literature on family factors related to school-relevant deviance, such as mental illness, school phobia, and problem behavior in school. The second part of the course focuses on the various modes of intervening in family structures and processes related to these deviant outcomes.

Prerequisite: 1907X or permission of the instructor.
F. Maidman, Regular Session (after hours)

3911X PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems, dilemmas, and techniques of the roles of change agents in educational change. Each member of the class will become involved in some particular practical problems with some aspect of the education system in Ontario (e.g., parent involvement in a given school) as an experience to increase awareness and develop skills in dealing with real situations.
M. Fullan, Regular Session (after hours)

3920X SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories, with emphasis upon individual agents of socialization inside and outside the school.
V. L. Masemann (not offered in 1975/76)

3925X ADOLESCENT DEVIANCE AND THE SCHOOL

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.
W. G. West, Regular Session (after hours)

3930X INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of (*a*) developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and (*b*) increasing understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3935X REVOLUTIONARY MOVEMENTS AND EDUCATION

A sociological analysis of current and historical revolutionary movements with particular attention to their educational programs. Objectives, strategies, and accomplishments will be scrutinized in comparative perspective. Special emphasis will be given to the relevance to Canadian society of the works of such current revolutionary educators as Paulo Freire and Danilo Dolci.
D. W. Livingstone (not offered in 1975/76)

3950X RESEARCH SEMINAR IN THE SOCIOLOGY OF HIGHER EDUCATION

Two major areas of content are linked with the two major aims of the course. The first involves a range of largely empirical materials concerning college and university students, with special emphasis on an understanding of the sociological dynamics of college life and its impact on career decisions, academic success, satisfaction, eventual graduation, etc. The second involves the empirical analysis of data on college students.
Staff (not offered in 1975/76)

3952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3952XL INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: SOCIETAL CHANGE, POLITICAL REGIMES, AND THE GROWTH OF SCHOOLING

A comparative study of the relations between societal change and the growth of schooling, with emphasis on the mediational roles of different political regimes. This involves radical critiques of "progress" and "schooling"; examination of behaviorist, cybernetic, functionalist, phenomenological, and especially Marxist approaches to societal change; and the construction and testing of new critical theories using cross-national and regional Canadian materials. Educational alternatives will be suggested and efforts made to forecast future relations between societal institutions, political regimes, and forms of education, with special attention to Canada and the Third World.
D. W. Livingstone, Regular Session

3952XQ INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: ADVANCED RESEARCH SEMINAR – ISSUES IN EDUCATION AND THE SOCIOLOGY OF WOMEN

This seminar will initially consider the question of what constitutes a feminist perspective. The main concern will be with the development of a critical evaluation of existing sociological literature and theoretical models as they may (or may not) relate to women's issues in education. An attempt will be made to establish guidelines for further research in this field.
V. L. Masemann, Regular Session (after hours)

3960X ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic nonexperimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.
Staff, Regular Session

3970X ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

A seminar organized as a theory workshop to develop sociological theory applications to education.
D. W. Livingstone and staff, Regular Session (daytime)

3984X SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984X, but at the

doctoral level.
Staff, Regular Session (daytime)

3990X SEMINAR IN SOCIOLOGICAL PRAXES IN EDUCATION

A research seminar considering the problems of identifying, formulating, and evaluating practical issues and action programs in education. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports. Primarily for Ed.D. students, but open to others also.
A. Effrat, M. Fullan, and staff, Regular Session only (daytime)

3995X PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying academic knowledge to educational issues. Required for and primarily designed for Ed.D. students. Project design and implementation, research/development internships, etc., will be planned in consultation with faculty and field personnel. These may be related eventually to a thesis topic, although credit is not given for the thesis proper.
A. Effrat, M. Fullan, and staff, Regular Session only

3996X PRACTICUM IN SOCIOLOGY IN EDUCATION: II

See description for 3995X.
A. Effrat, M. Fullan, and staff, Regular Session only

The following courses might also be of special interest to students in Sociology in Education:

Applied Psychology: 1209X

Curriculum: 1322XR

Educational Administration: 1020X, 1022X, 3011X, 3013X

Educational Planning: 1715X

Special Education

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor and Chairman of the Department
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, particularly the more efficient utilization of genetic information manifested in the child's periods of sensitivity to form perception and language acquisition)

***IAIN DAVIDSON**, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; making judgments about children; conceptual assumptions, models of functioning, assessment procedures, applying change and teaching procedures)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Assistant Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications for cognitive development; effectiveness of early psychomotor intervention programs)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor
(instructional systems design; use and evaluation of instructional media; educability of altered states of consciousness)

CAROL M. REICH, *Ph.D. (Michigan)*
Assistant Professor
(hearing impairment; program evaluation; language differences)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

ASSOCIATED INSTRUCTORS:

PETER HERRIOT, *Ph.D. (Manchester)*
Department of Social Science and Humanities, City University, London, England

ERIC W. HOPWOOD, *M.Ed. (Hull)*
Inspector of Special Education,

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* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

London Borough of Hillingdon, Middlesex, England

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

MICHAEL RODDA, *Ph.D. (Durham)*
Department of Health and Social Security, Statistics and Research Division 6, London, England

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The M.A. and Ph.D. programs require full-time study; the Ed.D. program requires both part-time and full-time study; the M.Ed. program may be taken on a part-time or full-time basis. For further information please contact the departmental Graduate Studies Academic Secretary.

General Note:
A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet his needs.

Note on Admission Deadlines:
All Summer Session and part-time Regular Session applications *must be submitted by March 15.*

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. The core curriculum consists of:

1280X	Exceptional Children and Youth
1288X	Seminar and Practicum in Special Education
1292X	Psychoeducational Assessment and Programming for Exceptional Children
1293X	Interpretation of Research in Special Education

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

In addition to the general requirements on pages 20 to 21, the department requires a score on the Miller Analogies Test for all M.Ed. applicants (see page 7).

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which comprise the compulsory core curriculum.

Students enrolling in the M.Ed. program are expected to have undertaken at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses will be required in addition to the regular degree program:

1200X Introduction to Educational Psychology

1201X Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent. In addition, the department requires a score on the Miller Analogies Test for all M.A. applicants (see page 7). Since employment opportunities for students who complete a Master of Arts degree without teacher certification are becoming increasingly limited, the enrollment in the M.A. program has been decreased and there has been an increased emphasis on the M.Ed. program. Therefore, only a limited number of M.A. students will be admitted.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in Special Education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also expected to participate in colloquiums and informal research meetings organized by this department.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program. Ordinarily the Department of Special Education does not accept students into two-year M.A. programs.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Department of Special Education is currently reviewing the program for the Doctorate of Education (Ed.D.) with specialization in Special Education. General information about the Ed.D. can be found on pages 23 to 24 of this Bulletin. For further information contact Mr. I. Davidson of this department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

In addition to the general requirements for Ph.D. admission on pages 24 to 26, the department requires scores on the Miller Analogies Test and the Graduate Record Examination (see pages 7 to 8).

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 25 and 26, the student and his advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. Such a program would involve a broad study of special education, with two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.
W. R. Callaway and *A. Keeton*, Summer Session and Regular Session

1281X THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling.
D. Shipe and *A. Keeton*, Regular Session.
Associated instructors, Summer Session

1282X THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counseling of parents and pupils.
Associated instructors, Summer Session

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber, C. Reich and associated instructors, Summer Session and Regular Session

1285X CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational

implications of the research literature in the field.
W. R. Callaway and associated instructors, Regular Session. Associated instructors, Summer Session

1288X SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
R. MacIntyre and staff, Summer Session and Regular Session

1289X SEMINAR: SPECIAL EDUCATION FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems and of special programs for them. Open only to students enrolled in the School Psychology program of the Department of Applied Psychology.
H. Silverman (offered in Summer Session 1975 and alternate summers)

1291 SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken.

It is anticipated that in the 1975 Summer Session this course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.
Staff (offered in Summer Session 1975 and alternate summers)

1292X PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critical analysis of assessment procedures including tests, typical reports, writing psychoeducational reports, and developing a clear theoretical framework within which to develop sound procedures and/or an understanding of what they should be. The course does not attempt to teach students how to conduct psychoeducational appraisals, although some experience in this will be considered essential.
I. Davidson and *A. Keeton*, Summer Session and Regular Session

1293X INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and *C. Reich*, Summer Session and Regular Session

1295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1295XL INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of skills necessary for individualized instruction of exceptional children: defining objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre, Regular Session

3280X SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.
J. Kershner, Regular Session

3281X RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and his life situation that bear upon school placement and achievement, and subsequent life success.
D. Shipe, Regular Session (not offered in 1975/76)

3283X RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

W. R. Callaway, Regular Session (offered as required)

3284X RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff (offered as required)

3285X RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

H. Silverman, Regular Session

3292X ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal, including a variety of procedures such as testing, and emphasizing both appropriate programming for individual children, classes, systems, and the advising of teachers in special education.
R. MacIntyre and *D. Shipe*, Regular Session

3295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295X, but at the doctoral level.

3295XL INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: ANALYSIS OF TEACHING STRATEGIES AND MATERIALS IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programs and to develop potential ones. Consideration of assumptional, ethical, and philosophical

bases of various instruction systems. Development of total instruction systems for specific aspects of special education.
R. MacIntyre, Regular Session

3295XQ INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: (*a*) providing students with an overview of issues central to the education of visually handicapped children. Practical experience will be provided, ranging from visits to schools, classes, and agencies to working individually with visually handicapped children;
(*b*) developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session (offered as required)

visually handicapped children, supplied experiences with [illegible] [illegible] vision-impaired [illegible] [illegible] working individually with visually handicapped children.

(c) developing [illegible] research project to be carried [illegible] general area of the course.

Prerequisite: [illegible]

A. Davidson, [illegible]

[illegible] children, including [illegible]

[illegible], Regular Session.

1208X [illegible]

Study and [illegible] relevant to [illegible]

[illegible], Regular Session.

1290X [illegible]

[illegible] factors, especially personality and [illegible] achievement and adjustment [illegible] and the [illegible]. Emphasis will be placed upon [illegible] individual [illegible] school placement and achievement, and [illegible]

[illegible], Regular Session. (Not offered in 1971-1972.)

1293X [illegible]

W. R. [illegible], Regular Session (offered as required).

bases of various formation and strategies. Development of total diagnostic systems for specific aspects of special education.

R. Morrison, Regular Session.

1203XQ INDIVIDUAL RESEARCH AND [illegible] IN SPECIAL EDUCATION: [illegible] IN THE EDUCATION OF VISUALLY HANDICAPPED [illegible]

This course will [illegible]: (a) providing students with an overview of issues central to the education of [illegible]

[illegible]

This course will attempt to focus on the various needs of [illegible] and/or [illegible] advanced level [illegible] a variety of [illegible] such as reading, and [illegible] programming [illegible] individual [illegible] of teachers in special education.

A. [illegible] and D. [illegible], Regular Session.

1205Y [illegible]

Description as for 1205 X, but at the [illegible] level.

1206X [illegible] IN SPECIAL EDUCATION [illegible] AND [illegible] IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programmes and to develop [illegible] models. [illegible]

Higher Education Group

***EDWARD F. SHEFFIELD**, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island) Professor of Higher Education, University of Toronto, and Chairman of the Higher Education Group, cross-appointed to Adult Education, OISE*
(effective teaching at the university level; diffusion of patterns in higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State) Associate Professor of Higher Education, University of Toronto, and Director of Research of the Council of Ontario Universities, cross-appointed to Educational Planning, OISE*
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

ROBIN S. HARRIS, *Ph.D. (Michigan) Professor of Higher Education and University Historian, University of Toronto, cross-appointed to Adult Education, OISE*
(history of Canadian higher education in general and of the University of Toronto in particular)

JOHN B. MACDONALD, *Ph.D. (Columbia), LL.D. (Manitoba), LL.D. (Simon Fraser), D.Sc. (British Columbia), Professor of Higher Education, University of Toronto, and Executive Director of the Council of Ontario Universities*
(management and organization of systems of postsecondary education; national policy with respect to research, particularly scientific research)

Note: The Offices of the Higher Education Group are at 252 Bloor St. W., Suite S950 (Telephone: 928-7279)

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields of specialized study within the Department of Educational Theory, but the staff members form the Higher Education Group in the University of Toronto, rather than a "department" in the Ontario Institute for Studies in Education.

Courses in Higher Education are designed for students pursuing one of three types of career:

(*a*) administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education;

(*b*) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in

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* Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed.

Higher Education as a minor subject in order to become more familiar with the setting in which they will be serving;

(*c*) higher education as a secondary interest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

The emphasis of the program is scholarly rather than practical – seeking to provide perspective and conceptualization rather than teaching specific skills.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 19 to 26 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates if they have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of his graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Chairman of the Higher Education Group.

Course Groups

With respect to prescriptions for degrees with specialization in Higher Education, courses may be classified in three groups:

A. *Higher Education*
   (1) History or philosophy of higher education (1801 and 1808 qualify).
   (2) Other.

B. *Educational foundations*
Broad introductory courses in the history, philosophy, psychology, or sociology of education.

C. *Options*
(1) Courses in subdivisions of the Department of Educational Theory other than Higher Education.

(2) Courses in other graduate departments of the University.

Reference to these groups is made below in the outlines of the M.Ed., M.A., Ed.D., and Ph.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student who, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent, should include a minimum of four and a maximum of six from Group A, including at least two from A (1). The remainder will be chosen from Group C, including not more than two from C (2). The student who is required to take ten half-courses should add two from Group B. No thesis is required.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

A student admitted to a one-year M.A. program will take six half-courses or the equivalent. Of these a minimum of four and a maximum of six will be chosen from Group A, including at least two from A (1). Any remaining courses will be chosen from Group C. The student who is admitted to an "extended" M.A. program, requiring ten half-courses, will choose a minimum of four and a maximum of six from Group A, including at least two from A (1). He will choose two from Group B, and the remainder from Group C, including not more than two from C (2). The student who is admitted to a two-year M.A. program, requiring twelve half-courses, will add two more courses from Group C. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on page 23 of this Bulletin, the Higher Education Group specifies the following:

(*a*) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;

(*b*) at least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;

(*c*) a personal interview with the candidate will be arranged when possible.

Program and Pattern of Study
(*a*) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), i.e., Group A, and two other half-courses or the equivalent in *each of two* minor subjects from Group C. At least one of the minor subjects must be chosen from Group C (2).

(*b*) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.

(*c*) A minimum of two consecutive terms of full-time study: Fall and Winter *or* Winter and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses or the equivalent beyond the relevant M.A. degree, or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), i.e., Group A, and two other half-courses in *each of two* minor subjects from Group C. At least one of the minor subjects must be chosen from Group C (2). In some cases, depending on the student's total background of study, some credit toward a major subject or one of the minor subjects may be allowed for courses previously undertaken in the M.A. program. A thesis is required.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38. *Students are required to obtain concurrence of the instructor before enrolling for a course.*

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1920. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
R. S. Harris, Regular Session (alternate years; not offered in 1975/76)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of some of the many issues that have been characteristic of higher education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided.
E. F. Sheffield and colleagues, Regular Session

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. Some international comparisons will be attempted.
E. F. Sheffield and colleagues, Regular Session (alternate years; not offered in 1975/76)

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
R. S. Harris (offered in 1975/76 and alternate years)

1809X DECISION-MAKING PROCESSES IN THE UNIVERSITY

A study of decision-making processes in universities through examination of the typology of decision-making; the roles and responsibilities of individuals, groups, and organizational units; the analysis of illustrative cases and present practices.
B. L. Hansen and *J. B. Macdonald,* Regular Session (alternate years; not offered in 1975/76)

1811 CURRICULUM, TEACHING AND LEARNING IN INSTITUTIONS OF HIGHER EDUCATION

An opportunity to explore aspects of curriculum planning and development, teaching roles and methods, and the learning process.
E. F. Sheffield and colleagues
(offered in 1975/76 and alternate years)

1813X RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
J. B. Macdonald and *B. L. Hansen,* Regular Session (offered in 1975/76 and alternate years)

1852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852X, but at the doctoral level.

A candidate's faculty advisor may approve a course, other than those listed above, in lieu of a course in Higher Education. An up-to-date list of suitable courses which may be so approved may be obtained on request from the Higher Education Group. Such approval should be recorded with the Higher Education Group and also with the Office of the Coordinator of Graduate Studies.

1230X PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructors.

M. Levin and *E. V. Sullivan*, Regular Session

1234 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

This course is divided into two sections. Section A synthesizes psychological theory and educational practice so that ultimately students can develop a framework to analyze the teacher–student relationship. Ideas of major theorists from the functional, cognitive-developmental, and psycho- and socio-dynamic approaches to psychology will be explored so as to understand their definitions of educational problems and practices. Section B deals with aspects of human cognition, developmental learning and early experience, and motivation and personality theory. Topics include memory processes, language comprehension and communication, cognitive development, group care of infants, task motivation, play and games, and behavior modification. Theories, methods, and applications to education are considered.

S. Palef and *J. Quarter*, Regular Session

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